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ABSTRACT

This report describes a program for increasing reading fluency through the implementation of several reading interventions. The elementary students of the two targeted regular education classes and the one mild-moderately impaired program exhibit difficulty in reading fluently, which impedes them from becoming independent learners. Evidence for the existence of the problem includes parent and teacher observations, previous report cards, an attitude survey, and academic measures. These measures include a Developmental Phonics Test, a Curriculum Based Measurement, and an Informal Reading Inventory which assess skills of reading fluency. Analysis of probable cause data revealed that students demonstrated difficulty distinguishing between phonemes, and a general lack of understanding of word structure. Staff reported students' inabilities in decoding and fluency as well as lack of parental support. A review of solution strategies suggested by experts in the field combined with the analysis of the problem setting, resulted in the selection of several teaching interventions. Various components including the use of leveled books, repeated readings, word games, sight words, and several word pattern strategies were implemented to improve the individual reading level and fluency of the targeted elementary students. Post intervention data indicated that the students demonstrated an improvement in their reading fluency. Contains 26 references and 12 tables of data. Appendixes contain survey and evaluation instruments, a parent notification letter, a making words booklet, at-home reading strategies, and a reading log. (Author/RS)

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IMPROVING READING FLUENCY THROUGH THE USE OF MULTIPLE READING STRATEGIES

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Dedication

We dedicate this project to the many important people in our lives
who loved and supported us through this journey;
and to our students who inspired us.

ABSTRACT

This report describes a program for increasing reading fluency through the implementation of several reading interventions. The elementary students of the two targeted regular education classes and the one mild-moderately impaired program exhibit difficulty in reading fluently, which impedes them from becoming independent learners. Evidence for the existence of the problem includes parent and teacher observations, previous report cards, an attitude survey, and academic measures. These measures include a Developmental Phonics Test, a Curriculum Based Measurement, and an Informal Reading Inventory which assess skills of reading fluency.

Analysis of probable cause data revealed that students demonstrated difficulty distinguishing between phonemes, and a general lack of understanding of word structure. Staff reported students' inabilities in decoding and fluency as well as lack of parental support.

A review of solution strategies suggested by experts in the field combined with the analysis of the problem setting, resulted in the selection of several teaching interventions. Various components including the use of leveled books, repeated readings, word games, sight words, and several word pattern strategies were implemented to improve the individual reading level and fluency of the targeted elementary students.

Post intervention data indicated that the students demonstrated an improvement in their reading fluency.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The elementary students of the two targeted regular education second grade classes and one mild-moderately impaired (MMI) program exhibit difficulty in reading fluently, which impedes them from becoming independent learners. Evidence for the existence of the problem includes parent and teacher observations, previous report cards, an attitude survey and academic measures. These measures include a Developmental Phonics Test, a Curriculum Based Measurement (CBM), an Informal Reading Inventory, and running records which assess reading fluency.

Immediate Problem Context

Demographics of School Population

Two sites were used in this research study. Site A housed two second grade classrooms and Site B housed one mild-moderately impaired (MMI) classroom. The American Association on Mental Deficiency (AAMD) defines mental impairment as

significant subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. Mild-moderate impairment refers to performance which is more than two standard deviations from the mean obtained on either the Stanford Binet or the Weschler. Adaptive behavior is the effectiveness or degree with which the individual meets the standards of independent functioning and social responsibility expected of his/her age.

School A, a neighborhood school, which is located approximately 12 miles northwest of a large metropolitan area located in a Midwestern state, had an enrollment of 593 students. Of these students, 91.1% were Caucasian, 2.2% were African-American, 2.0% were Hispanic, 4.4% were Asian/Pacific Islander and 0.3% were Native American. The school housed students in kindergarten through fifth grade. School A provided special education services to 10% of its population. A small number of students enrolled at school A, 0.3%, came from families on public aid, lived in foster homes, or were eligible to receive free or reduced-price lunches. School A had an attendance rate of 96.6%. Reports indicate that chronic truancy and retention were nonexistent. Student mobility was 5.4%.

School B, a relatively large neighborhood school, is located approximately 25 miles northwest of a large Midwest metropolitan area. The school had a total enrollment of 1,174 students, of which 74.9% were Caucasian, 5.4% were African-American, 12.8% were Hispanic, 6.7% were Asian/Pacific Islander and 0.3% were Native American. It housed children in kindergarten through eighth grade. School B provided special education services to 20% of its population. Twenty-one percent of

the students are from families that received public aid, lived in foster homes, or were eligible to receive free or reduced-price lunches. School B had an attendance rate of 95.5%. Chronic truancy and retention were reported as nonexistent. Student mobility was 11.7%.

Staff

The staff of School A was comprised of 16 certified staff members and nine extra support personnel. Of the staff, 99.0% were Caucasian and 1% was Asian/Pacific Islander. Fifty-two percent of the certified staff held a masters degree or above. The average teaching experience was 14.7 years. Student-teacher ratio was 20.9 to 1.

The staff of school B was comprised of 85 certified staff members and 31 extra support staff. While Caucasians made up the majority (95.5%) of the certified teaching staff at School B, 1.2% were African-American, 2.9% Hispanic, and 0.4% Asian/Pacific Islander. Fifty-eight percent of the certified staff held a master's degree or above. The average teaching experience was 14.9 years. Student-teacher ratio was 20.9 to 1.

School Program - Site A

School A offers a comprehensive educational program for grades kindergarten through five. In addition to the regular instructional program, Chapter I, special education, gifted education, ESL and counseling services were available to students.

Remedial reading services are provided through Chapter 1 to students who display a need. Students qualify for this program through teacher recommendation and an Informal Reading Inventory. The services are provided through a combination of

pull out programs and/or the reading specialist coming into the classroom to assist the classroom teacher with reading instruction.

Special education services are available to students who qualify only after completing a case study evaluation followed by a determination of eligibility. These services are provided by the district and/or an independent special education organization in the following areas as stated by the rules and regulations mandated by the state:

1. Visual impairment
2. Physical or health impairment
3. Speech and/or language impairment
4. Learning disabilities
5. Hearing impairment
6. Behavioral disorder
7. Mental impairment
8. Multiple impairment
9. Autism
10. Traumatic brain injury

Several programs and options for service are considered following the case study evaluation. The special education personnel provide services through resource programs and/or the resource teacher coming into the classroom to assist the students and the classroom teacher with instruction. The educational setting which is the least restrictive of the child's interaction with his nonhandicapped peers is always addressed.

A gifted program is offered to students in grades three through five who show high academic abilities in reading and math. Students are identified based on standardized ability test scores, standardized achievement test scores, and teacher and parent recommendations. In the primary grades, kindergarten through second, classroom teachers are responsible for enhancing the curriculum for gifted students within the regular classroom. Assistance is available for teachers from a teacher of gifted students, the learning resource center director, support staff, and community

volunteers. A gifted resource teacher provided daily instruction in math beginning in third grade. In the fourth and fifth grades, reading and math instruction are provided daily. These programs range from 45 to 60 minutes and replace the regular classroom curriculum.

ESL services are provided to students who are deficient in the use of the English language. Students qualify for this service through teacher recommendation, a home language survey and/or an oral proficiency test. Services are rendered in an independent classroom.

Counseling services are made available for students per the request of the classroom teacher, parents, students and/or the student support team. Students at School A may receive services without it being mandated by an IEP.

School Program - Site B

This site offers a comprehensive educational program for grades kindergarten through eight. In addition to the regular instructional program, also available to students are remedial reading services, special education, a program for the gifted, ESL services, and psychological/counseling services.

Remedial reading services are provided through a Title 1 program for students who display a need. Students qualify for this program through teacher recommendation and standardized testing. The services are rendered in a pull-out format with the reading specialist.

Special education services are available to students who qualify according to identified district criteria. These services may include programs for speech and

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language, physical and occupational therapy, as well as programs for the learning disabled, socially-emotionally disordered, visually impaired, and the mild-moderately impaired (MMI). Special education personnel provide services for students through either a self-contained classroom, resource, or inclusion setting. The educational setting which is the least restrictive of the child's interaction with his non-handicapped peers is always addressed.

Gifted and talented services are available to students in kindergarten through eighth grades. Exceptional students are identified according to standardized ability test scores and standardized achievement test scores, as well as teacher recommendation. Two levels of services are provided. At level one, the regular classroom teacher provides acceleration and enrichment adaptions to identified students for part of the day. At level two, students in grades three through seven are identified for participation in self-contained gifted classes that provide enrichment and acceleration in the curriculum throughout the school day. Acceleration in math and language arts classes, as well as enrichment in science and social studies content are provided for students in grade eight.

ESL services are provided to students who are newly acquiring the English language. Students qualify for this service through standardized testing and teacher identification. Services are rendered in an independent classroom. An extensive bilingual program is also available to students in grades seven and eight.

Counseling services are made available for students per the request of teacher, parents, students and/or the student support team. Special education students at School B may also receive social work services as mandated on their IEP.

Physical Setting - Site A

With the passing of a referendum in 1996, a new building was constructed in place of an original building that was beyond repair. Thus, this school is two years old and is located in a quiet residential suburban area. The school is a one story structure. It contains 26 regular education classrooms, one classroom for Chapter 1, two resource classrooms for the learning disabled, one classroom for speech and language services, one gifted education classroom, one ESL classroom, a multimedia center, a gymnasium, a music room, an art room, a multipurpose room, and a computer lab. The air conditioned, carpeted classrooms are average in size equipped with large bay windows, sinks, water fountains, and telephones. Each classroom is equipped with at least one computer for student usage. The building is wired for future data and video networks as funds become available. There is a brand new playground located about one block from the school. The playground was built in cooperation with the community's park district. There is an asphalt area to play in near the center of the school. This asphalt area also serves as the bus turnaround before and after school. Two large grassy areas and a baseball diamond are available for outdoor activities and recreation. School A provides an in-house before and after school child care program for families of the district.

Physical Setting - Site B

This school is forty years old and is located in a residential suburban area on a relatively busy street. It was initially built in 1958, with an addition completed in 1966. The school has undergone an extensive physical renovation in 1992, which consequently resulted in the present combined kindergarten through eighth grade campus. The school is a bi-level structure comprised of three wings. The primary, intermediate and junior high are all located in their own separate wings. The building housed 20 regular elementary education classrooms and 27 regular junior high education classrooms. Special education classrooms include three self-contained learning disability/behavior disorder classrooms, five learning disability resource classrooms, two ESL classrooms, four classrooms for the gifted, and six self-contained classrooms for the mild-moderately impaired program. School B housed a learning resource center, cafeteria, two state-of-the-art computer laboratories, two music classrooms, and both an elementary and junior high gymnasium. The elementary wing included a student commons area. In addition, the junior high offered an art lab, four science laboratories, two home economics classrooms, a computer-aided industrial arts laboratory, an orchestra/band classroom, and a well-equipped aerobics room. The school also utilized three portable units for additional classroom usage. Each classroom is air-conditioned and carpeted, with a small percentage of them having a bathroom, sink area, and water fountain within the class. In addition, each classroom has at least one computer accessible for student use and a computer for each

classroom teacher. Every classroom is equipped with television monitors for data and video networking, as well as a telephone and voice-mail system for each teacher. There is an asphalt and wood chip area containing playground equipment in the rear and front of the school. A grassy area with two baseball fields is also available for outdoor recreation use in front of the building. School B also housed an after-school child care program, which is operated in conjunction with the community park district.

The Surrounding Community

Size and Administrative Structure of the District

School A is a small district with a rapidly growing enrollment. The current enrollment is approximately 1,744 students. There is a seven-member school board. Administrators include a district superintendent, an assistant superintendent, a director of curriculum and instruction, a director of special services, a director of fiscal services and facilities, and a principal for each of the three buildings. There are two elementary schools, grades kindergarten through five, and one middle school which also houses and early childhood program. The administrative offices are housed in the Administration Building, which is located adjacent to one of the elementary schools.

School B is contained within the second largest school district in a Midwestern state. Student enrollment in the district had increased 28% in the last ten years, and the district anticipates that increase to continue. The administrative structure of the district is comprised of a school board, superintendent, three assistant superintendents, and a principal and one to three assistant principals for each facility. There are

nineteen schools in the district: fourteen K-6 buildings, three junior highs, one K-8 building, and one special education facility.

Community Demographics

School A can be found in a northwest suburb of a large Midwest metropolitan area. The population is approximately 53,168. It is a well established urban community. The average age of this community is 34.7 years. Sixty-seven percent of the housing units are owner occupied and about 30% are renter occupied. The median home value is $155,100 and the median rent is approximately $564.00. The average income is $46,508 a year. Eighty-five percent of the residents are high school graduates and 30% have had some college and/or graduate or professional degree. Many of the residents commute to their place of employment using the train which stops in the center of town. The community supports a very active park district and a dynamic library.

School B is located in a community which has a population of approximately 39,253. The community is growing rapidly; the projected population for the year 2000 was estimated at over 60,000 people. The average age of this community is 33.3 years. Sixty-six percent of the housing units are owner occupied and 29.3% are renter occupied. The median home value is $161,490. The average income is $48,668 a year. Approximately 20% of the residents are high school graduates and 75% have had some college and/or professional degree. Many of the residents commute to their place of employment using the train which stops in the center of town. The community supports a very active park district and an extensive public library.

Community Support for the Schools

At both sites highly active Parent Teacher Organizations (PTO) provide assistance to both schools through opportunities for student enrichment activities and a strong parent volunteer program, as well as financial support. Funds and resources to support educational enrichment to the students in both districts are made available through a private, non-profit foundations. These foundations are overseen by a voluntary Board of Trustees. These educational extras help prepare the children of these districts to succeed in the global marketplace of the future.

National Context of the Problem

The America Reads Challenge of President Clinton's Administration identifies that about 17% of school-age children are considered poor readers, and millions of children enter school each year without adequate prereading skills. The Challenge includes the following components:

- grants that will provide help for parents to help children learn to read
- expansion of Head Start and other family literacy programs
- ongoing research
- a national reading test
- an immense tutoring program with training provided by reading experts

These components must be in place if we intend to fight the war on illiteracy among our nation's children. Contrary to the assumption that children will outgrow their reading

problems, 74% of the children who are poor readers at the end of third grade will be poor readers in the ninth grade. (Lewis, 1997).

As mentioned in The Condition of Education 1998, Indicator 16, put out by United States Department of Education, "Students' ability to read is essential to their educational progress. If students fall behind in reading proficiency, they may find it difficult to benefit from other aspects of the curriculum. In the future, poor readers may also find it difficult to participate effectively in a society requiring increasingly sophisticated job skills." According to a report, "Preventing Reading Difficulties in Young Children," published in 1998 by the National Research Council, reading is essential to success in our society. The ability to read is highly valued and important for social and economic advancement. There is concern for the large numbers of children in America whose educational careers are imperiled because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy.

Robert Slavin, head researcher and developer of "Success for All," a reading program for children in the primary grades, suggests that learning to read is so crucial and yet so complicated that teachers would need to undergo a total retraining program (Slavin, 1997). In an article written by Anne C. Lewis, titled "The Real Reading Challenge for America," G.Reid Lyon, chief of the branch of the National Institute of Child Health and Human Development, states "Effective classroom instruction in the early grades by well-prepared teachers is the most powerful method for preventing reading and learning problems" (Lewis, 1997, p.3).

The America Reads Challenge of the Clinton Administration makes a national commitment to the goal that every child will read independently and well by the end of third grade. This is a goal of importance; Forty percent of all U.S. children are now reading below the basic level on national reading assessments. Wasik also reports that children who do not learn to read in the early grades begin life's journey on a path of failure and poverty (Wasik, 1997).

Because we want all of our students to become lifelong literacy learners the goal of developing reading fluency in at-risk students remains a continuing challenge to educators. The teacher-researchers have explored numerous strategies to improve reading fluency with the hope that the chosen strategies will have a profound effect on the at-risk readers in their classrooms.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the extent of the problem to which students were able to read fluently, the teacher-researchers took into account previous and current teacher observations, prior report cards/IEP's, and an attitude survey. In addition, various pretests were also administered to selected students in the two targeted second grade classes and the one mild-moderately impaired (MMI) program. These pretests included a Developmental Phonics Test, a Curriculum Based Measurement, and an Informal Reading Inventory.

Teacher Observation - Site A

In the Spring of 1998 the teacher-researchers of the two targeted second grades at Site A began discussions with first grade teachers regarding incoming second grade students. These teachers expressed serious concerns about several students who were, in their opinion, struggling with reading. Approximately 10% of the incoming second grade students were considered at-risk in the area of reading. They were

noted to be 12-18 months discrepant in reading ability from their peers. In working with these students, the first grade teachers noted that they exhibited a lack of phonemic awareness as well as a lack of reading fluency. These colleagues strongly felt that the at-risk readers would not be capable of succeeding with the second grade reading program. Thus, it was agreed upon by the first and second grade teachers at Site A, that a revised reading program should be created to improve the success of these at-risk readers once they entered second grade.

Teacher Observation - Site B

At Site B, the teacher of the MMI class conferenced with the students' prior MMI level teacher, regarding the students' reading progress and relative strength areas. The students were noted as having a limited sight and environmental word base, a lack of sound-symbol associations, and consequently, a lack of reading fluency, in addition to functioning at a literal level of comprehension. These students had difficulty recognizing words on sight that were commonly and frequently found in text. Typical sight vocabulary would include words, such as, /what/ and /as/. Environmental print refers to the words found within the environment, or surrounding community. These words would include the familiar word STOP emblazoned on a red octagon-shaped sign on a street corner, and the McDonald's logo bearing the famous golden arches. Due to the concrete nature and the familiarity of these environmental words, they are much easier to identify than the more abstract sight vocabulary words. The students also were limited in their ability to make correct sound-symbol associations. In other words, they had difficulty identifying the sounds that

corresponded to the correct letter or symbol in decoding words, such as, /d/ /i/ /sh/ for /dish/. Limited progress in recognizing sight and environmental vocabulary and making inappropriate sound-symbol associations would be exhibited in disfluent or choppy reading. These students were noted to be three to four years discrepant in reading ability from their typically functioning regular education peers. A review of the students' Individual Education Plan (IEP) supported a need for a functional reading curriculum reflecting maintenance and expansion of their sight vocabulary and environmental word base, development of phonemic awareness strategies and reading fluency, and development of inferential comprehension skills. Accommodations that would enable the student to maximize their learning potential would also include slower-paced instruction, numerous repetitions of concepts presented, and utilization of a multi-sensory approach to learning. In addition to the prior classroom teacher's input, and information obtained from the students' IEP, the current MMI teacher-researcher also conferenced with the district reading specialist for comparative reading ability benchmarks of regular education students to the targeted students. Parents of the targeted students' gave additional input as to their child's reading initiative and interests at home.

Report Cards - Site A

In reviewing previous report cards of selected students at Site A, the teacher-researchers noted that the targeted students had experienced difficulty in reading since initial reports in kindergarten. Report card grades at Site A ranged from limited progress to unsatisfactory progress in all areas of reading including word attack skills,

vocabulary, oral reading and comprehension. One of the comments made by a previous teacher on the report card of a targeted at-risk student was that the child was working hard to learn decoding skills, but was still having difficulty recalling and using the sounds to decode new words. Another teacher recorded that students exhibited limited sight vocabulary. A kindergarten teacher voiced concern over a student's inability to recognize letters and sounds, as well as being unable to recognize his own name in print. These types of remarks were found consistently on the report cards from the kindergarten and first grade classroom teachers, as well as the reading specialist who had worked with all of the targeted students throughout first grade.

The grading code for the pupil progress report at Site A included the following:

G - Good Progress

S - Satisfactory Progress

L - Limited Progress

U - Unsatisfactory Progress

The areas of reading that are on the report card include vocabulary development, word attack skills, oral reading and comprehension. Table 1 displays the fourth quarter reading grades of the five targeted students at Site A. These grades were taken from the end of year report cards for first grade.

Table 1.
Fourth Quarter Reading Grades for Five Targeted Students at Site A

Grades	G	S	L	U	Total # of Students
Areas Assessed					
Vocabulary Development	0	2	2	1	5
Word Attack Skills	0	2	2	1	5
Oral Reading	0	2	2	1	5
Comprehension	0	3	2	0	5

Report Cards - Site B

The targeted students at Site B did not receive formalized report cards. Their instruction was driven by their individualized education plan (IEP), which mandates specific goals and objectives especially formulated to meet the students' educational needs.

The reading goals for the students at Site B involved developing the area of functional reading with 1) maintenance of, and increasing sight word and environmental vocabulary, 2) improving word-attack skills and, 3) improving both literal and inferential comprehension.

Elementary Reading Attitude Survey - Sites A and B

Early on in the implementation of the action research intervention an Elementary Reading Attitude Survey was administered to all targeted students (Appendix A). Initially when this survey was produced it enabled educators to estimate the reading attitude levels of students efficiently and reliably. This was done by administering the instrument to approximately 500 elementary students in a middle-sized Midwestern U.S. school district. For each of the two item sets (recreational and academic), final

sets of ten items each were selected on the basis of inter-item correlation coefficients. The revised survey was then given midyear to a national sample of over 18,000 children in Grades one through six. Estimates of reliability, were based on this national sample (McKenna & Kear, 1990).

Specific criteria was established to help the development of this instrument. The authors agreed that the survey must (a) have a large-scale normative frame of reference; (b) comprise a set of items selected on the basis of desirable psychomatic properties; (c) have empirically documented reliability and validity; (d) be applicable to all elementary students, Grades one through six; (e) possess a meaningful, attention-getting, student-friendly response format; (f) be suitable for quick group administration; and (g) comprise separate subscales for recreational and academic reading.

At both sites the purpose of the survey was to determine students' feelings about reading in two specific areas: recreational reading and academic reading. Results of this survey showed that of the seven targeted students, six students' scores fell in the lowest quartile, of the 0-24th percentile rank, for recreational reading and one student's score fell in the low average range within the 25-49th percentile rank. In the area of academic reading, four students' scores fell in the 0-24th percentile rank and three fell in the 25- 49th percentile rank. No students scored in either of the 50-75th percentile rank or the 76-99th percentile rank. Table 2 shows the percentile ranks for recreational reading and Table 3 shows the percentile ranks for academic reading by the targeted students at Sites A and B.

Table 2.
Percentile Ranks for Recreational Reading

Percentile Ranks of Recreational Reading by Students				
Student	0-24%	25-49%	50-75%	76-99%
Site A				
A	8%			
B	4%			
C	15%			
D	6%			
E		31%		
Site B				
F	15%			
G	23%			

Table 3.
Percentile Ranks for Academic Reading

Percentile Ranks of Academic Reading by Students				
Student	0-24%	25-49%	50-75%	76-99%
Site A				
A	18%			
B	8%			
C	23%			
D	5%			
E		41%		
Site B				
F		41%		
G	24%			

Two aspects of attitude were the focus of the 39 item survey. Twenty-four items related to the students' attitudes toward recreational reading and 15 items pertained to attitude toward academic reading. All of the items were worded the same beginning

with "How do you feel . . . . ". This type of questioning was to establish a consistent, appropriate expectation on the part of the students.

In addition to the previous and current teacher observations, prior report cards/IEP's, and the attitude survey, three pretests were also administered. These included a Developmental Phonics Test, a Curriculum Based Measurement, and an Informal Reading Inventory.

Developmental Phonics Test - Sites A and B

The Developmental Phonics Test was given to selected students at Site A and B in January 1999 (Appendix B). This was done to determine the level of their phonemic ability. According to J. Richard Gentry, spelling opens the gateways to literacy by helping children meet two requirements for beginning reading. These requirements are, breaking the code of the alphabet and learning about the sounds in words. Over the past several years researchers have explored the developmental relationship that exists between early reading and early spelling (Bissex 1980; Chomsky 1979; Clay 1979a, 1979b, Henderson 1981; Henderson & Beers, 1980; Read 1971, 1975). In their research they found developmental stages through which children's spelling progresses. The prephonetic stage includes one syllable words with beginning and sometimes the ending consonant sounds, but with no use of vowels. Next, comes the phonetic stage where vowels begin to appear in the spellings. In this stage the children sound their way through the word making sound-letter matches as they write. Although not always correct, they are getting to be more appropriate. For example, mail = mal; feet = fet, for long vowels, and stick = stek; dress = jres, for short vowels. Transitional

spelling is the following developmental stage. Now the children begin to represent short vowels correctly (stick = stic), and they begin to mark long vowels (feet = feat). Transitional spellings show that students are actively looking for the correct chunks or patterns of letters (CVC, mat; CVVC, tail; CVCe, lake) that actually map the sounds with the written letters (Morris, 1984). The CVC pattern signifies consonant-vowel-consonant, the CVVC pattern represents consonant-vowel-vowel-consonant pattern, and finally, the CVCe pattern equates to the consonant-vowel-consonant-final /e/ pattern. An analysis of the student responses showed that out of the seven targeted students at both sites all seven were performing at the pre-phonetic stage.

Table 4.
Levels of Students Based on the Developmental Phonics Test at Sites A and B

	Student	Pre-test
Site A		
	A	pre-phonetic
	B	pre-phonetic
	C	pre-phonetic
	D	pre-phonetic
	E	pre-phonetic
Site B		
	F	pre-phonetic
	G	pre-phonetic

Curriculum Based Measurement - Sites A and B

The Curriculum Based Measurement, often referred to as CBM, was the second measurement model selected based on the published research data compiled over the past twenty years (Appendix C). Dr. Mark Shinn, Chairperson of the Department of

Educational Psychology at the University of Oregon, was a leader in this research (Shinn, 1989). This assessment tool was used by the teacher-researchers to evaluate the reading fluency of students. Three reading probes were chosen from each level of the general education curriculum. Beginning with the level of the curriculum at which typical grade-level students were currently being instructed, students were asked to read a passage aloud in a one minute time allotment. During the assessment, the adult listened to the student for a prescribed amount of time during which the adult recorded how many correct words and how many errors the student made while reading. The same procedure described above was done two more times, and the median score of all three of the student's scores was recorded for comparison of reading fluency performance among grade level peers within the classroom and the district. Hence, with the use of CBM it was possible to determine how a specific student is performing in relation to his/her classmates. Data was continuously provided on students so that the instructional techniques that are being utilized can be constantly evaluated as to the appropriateness for the student.

The targeted students were given CBM's at the beginning and the end of the intervention. A target line was drawn to show where the goal for reading fluency would be as the year progressed. The results of the CBM's that were administered to targeted students at Site A in January 1999 indicated the students were reading significantly below their peers across the district.

In regards to the scoring of the Curriculum Based Measurement, scores that fall within the 25 to 75 percentile were considered within the normal range. Scores above

the 75th percentile were considered above average. On the CBM pretest that was administered in January to the five targeted students at Site A, three students scored at the 0 percentile, one student scored at the 1 percentile, and one student scored at the 7th percentile. This indicates low reading fluency as compared to their peers across the district. The two targeted students at Site B were given CBM's, however their scores could not be compared to district norms, due to the fact that the district at Site B does not typically administer CBM's to MMI students.

Table 5.
Percentile Rank on Curriculum Based Measurement Pre-test - Site A

Student	Percentile Rank in District
A	7%
B	0%
C	0%
D	0%
E	1%

Informal Reading Inventory - Sites A and B

The third pretest administered to the targeted students was the Informal Reading Inventory, created by Jerry L. Johns (Appendix D). It is an individually administered reading test, composed of a series of graded word lists, reading passages and corresponding comprehension questions. The inventory was intended to assist teachers in gaining insights about students' reading behaviors. The word lists used range from pre-primer (readiness) through grade twelve. The passages used range from the pre-primer level through only the eighth grade. The inventory results help to

support the daily instructional level decisions teachers need to make (Farr, 1992; Johns, 1996).

A major function of the Informal Reading Inventory was to identify a student's independent, instructional, and frustrational reading levels. The independent reading level is that level at which the student can read fluently without teacher assistance. The student is able to read the materials independently and with excellent comprehension. The instructional reading level indicated the level at which the student can, theoretically, make maximum growth in reading. At this level, a typical student should be challenged with reading material, yet not frustrated. If the student is to make maximum progress from instruction, he or she should encounter no more difficulty in reading materials than can be effectively dealt with through good teaching. Students become frustrated when challenged with material that is too difficult to read leaving the student unable to accurately answer related comprehension questions. Students at their frustration levels are unable to deal with the reading materials. Some students may actually refuse to continue reading their books. Others may exhibit a lack of expression in oral reading, lip movement during silent reading, difficulty in pronouncing words, word-by-word reading, and/or finger pointing (Johns, 1997).

Five forms of the Informal Reading Inventory were developed for a variety of purposes. Form A assessed the student's oral reading, Form B evaluated silent reading, and Form C measured the student's listening levels. Forms LN and LE offer a more in-depth appraisal of the student's ability to read narrative and expository reading

materials. In order for the researchers to assess the targeted students' oral reading abilities, Form A of the inventory was the only form administered at both sites A and B.

On the initial section of the Informal Reading Inventory, students were asked to pronounce twenty sight words on a graded word list. The teacher-researcher returned to mispronounced or unknown words for a second attempt and noted the student's responses accordingly. The total correct responses were graded by pre-determined criteria set on the Informal Reading Inventory. The scoring guide offered a rough estimate of the independent, instructional, and frustrational reading levels achieved on the graded word list.

Each student was then asked to read aloud a graded passage. As the student read the passage, the teacher-researcher recorded miscues on a corresponding copy of the reading passage. Miscues occurred when the student's oral reading of a passage differed from the printed passage. Miscues took the form of substitutions (wood for good); omissions (deleting words in text); insertions (adding words in text); reversals (saw for was); and mispronunciations (trucks for tracks). The number of miscues calculated determined the student's independent, instructional, and frustrational oral reading levels.

Comprehension of a given passage was evaluated immediately after a student completed orally reading the text to indicate the student's accuracy in recalling story details, main idea, and knowledge of vocabulary. There were ten comprehension questions related to each story. Consequently, independent, instructional, and

frustrational levels were determined by the teacher-researcher for the comprehension component of each passage.

Once the teacher had summarized the results for graded word lists, words in context, and passage comprehension, estimates of the student's independent level, instructional level, and frustration level were determined.

The pre-test of the Informal Reading Inventory was initially administered at both Sites A and B in February of 1999. The targeted students were five second grade students in a regular education setting, and two students in a mild-moderately impaired program. Of the seven targeted students, five students independently read material at the pre-primer/primer or readiness level, one student read material independently at a first grade level, and one student's independent reading level was unable to be determined because it was found that there was no level at which he was able to read independently.

With regards to the instructional reading levels of the students, one student scored at a pre-primer level, one student scored at a primer level, two students scored at a primer/first grade level, one student scored at a first grade level, one student scored at a first/second grade level, and one student scored at a second grade level. The teacher-researchers found that the instructional reading levels of the targeted students were three to four years discrepant from their current grade levels.

One student became frustrated with material presented at the primer level, one student frustrated at the first grade, three students frustrated at the second grade, and two students found material at the third grade level to be too difficult.

Table 6.
Informal Reading Inventory Pre-test Results

	Informal Reading Inventory Levels		
Student	Independent	Instructional	Frustrational
Site A			
A	---	PP	P
B	PP	P	1
C	PP	P-1	2
D	P	1-2	3
E	PP	P-1	2
Site B			
F	P	1	2
G	1	2	3

Key:
PP=pre primer
P=primer
P-1=primer/first grade
1=first grade
1-2=first/second
2=second grade
3=third grade
Total students=7

Probable Causes

The research indicates that there are several probable causes for poor reading fluency. Among these are the lack of parental support and involvement, disadvantaged students, and inappropriate instruction.

Parental Support and Involvement

According to Hiebert & Taylor, prior to 1985, first-grade teachers did not regularly enlist or contact parents to help their children academically. When teachers did contact parents, it was generally for discipline problems. Teachers generally held assumptions that tended to work against promoting the sort of parent involvement that

might help children's academic achievement, e.g., parents needed a great deal of training before they could help their children, parents were largely illiterate and de-emphasized academic achievement in favor of family or survival values, families were under such economic stress they could not play a meaningful role in children's academic development, or literacy in the home was not part of the families' culture.

However, research in the school and community suggested that these assumptions were largely inaccurate. For example, children's homes were not lacking literacy. Although the overall educational levels of parents were indeed low, they had at least basic reading skills, and many of the parents actually read at much higher levels. Similarly, although literacy did not occupy a prominent place in many of the homes, neither was it entirely absent. Almost all of the homes sent and received letters to their relatives; all received printed flyers or advertisements; most parents reported that children consistently asked about signs, other environmental print, or the contents of letters to and from relatives, none of which would be possible if literacy did not exist in the homes at least at some level (Hiebert and Taylor, 1994).

Although some teachers still held doubts about parents' willingness or ability to help their children academically, gradually a new set of home-school practices began to develop. Reading books and other materials for practice and enrichment began to go home on a regular basis. In all classrooms there was much more emphasis than ever before on having children read at home, which prior research has shown helps improve reading achievement (e.g., Tizard, Schofield, and Hewison, 1982). Teachers also used a number of simple techniques to promote practice and reinforcement at

home, such as easily reproducible forms where teachers or students wrote down home assignments. Another technique was a collective word list, to which key words from reading books were gradually added over a period of weeks (Hiebert and Taylor, 1994).

Parents were interested and supportive, but there was little evidence that just sending home information had a strong effect on home literacy practices or on achievement. Instead, it was found that it was important to follow up regularly in the form of homework assignments, or notes or phone calls home. When children's learning experiences are extended outside of school, by sending home books and other materials on a regular basis and consistently monitoring and following through, achievement started to improve (Hiebert and Taylor, 1994).

Parent-school collaboration related positively to the children's reading, writing, and vocabulary development. Parental involvement with the school (the frequency with which the mother or father attended PTA meetings, class meetings, school-related committees, school concerts, or special programs and helped in class or with field trips) significantly related to literacy and language development. Among the parent-school partnership variable, children's attendance, consistent and prompt completion of homework, and teacher-parent contacts were positively related to literacy (Chall, Jacobs, and Baldwin, 1990).

Goodman and Hemphill (1982) found that children who were fortunate to have strong advantages from home and strong advantages from school made the greatest gains in literacy and language in one year. Those who had an advantage in only one

setting, whether in the home or in school, made the next higher gains. Those who had no strong advantages in either home or school made the least gains. Younger children who participated frequently in activities with adults, visited relatives frequently, and were part of extended families were more advanced in reading than those who participated in fewer such activities.

The strongest specific predictors of both reading and vocabulary knowledge were literacy environment in the home, mother's education, mother's educational expectations for the child, and father's education. Overall, the mothers affected the literacy and language development of their children more than the fathers. They, more often, helped with homework, selected reading materials, answered questions, read bedtime stories, enforced television rules, and supported learning in other ways (Chall, Jacobs, and Baldwin, 1990).

Also significantly related to both language and reading were the number of activities parents engaged in outside of work (such as social clubs, church groups, and union groups). Perhaps those who are more involved in such activities have a broader world view, which reflected in their language and literacy interests.

> Measures of organization, emotional climate and stress were positively and significantly related to reading and language development. A home's cognitive characteristics are more influential for a student's literacy and language development than are its affective characteristics.
>
> The families that provided stronger literacy environments were similar to the classrooms that produce stronger student gains in reading and language; they

provided more stimulating and challenging environments for the children's reading and vocabulary development (Chall, Jacobs, Baldwin, 1990).

Disadvantaged Students

In addition to the lack of parental support and involvement as a probable cause for poor reading fluency, the economic status of the family was also a contributing factor to low reading achievement. Surveys and research on children's reading development consistently found that literacy was correlated with the professional, educational, and economic status of the children's parents, and that children from low-income families generally did less well than those from middle-class families (Chall, 1990). According to the U.S. Department of Commerce, the percentage of students likely to experience difficulties in learning to read is already very large and continues to grow. Commerce Department statistics indicate that 38.1 million Americans, 14.5% of the population, live below the poverty line (U.S. Department of Commerce, 1995). Family poverty increases the possibility that children are placed at a greater risk of failing academically in school (Allington & Cunningham, 1996).

It is not poverty alone that places these children at risk. Children from families with little education tend to have reading problems. Of course, higher education for parents is related to family income. Better educated parents generally earn more money than less-educated parents. This added income allows parents to purchase various educational materials to support their children (e.g., assistance from tutors, home educational materials, or summer educational experiences). Parents who are better educated themselves have resources other than the family income to support

their children. These parents often have more time, energy, education, and flexibility with their schedule to assist their children in school activities. The minimum-wage worker is the one who works the longest hours with the least flexibility for the smallest paycheck. It is the children of the working poor who are most likely to be latchkey children. These are the children whose parents can least afford private tutors and who are least able to provide their children with needed instructional support themselves (Allington & Cunningham, 1996). It is clear that this group of children are at risk for reading difficulties because they reside in low income families and live in poor neighborhoods (Snow, 1998).

Inappropriate Instruction

High quality reading instruction within classrooms can be defined as that offered by teachers who have expertise in how literacy develops, what impedes its progress, and how to facilitate literacy development. (Allington & Walmsley, 1995). Master teachers use their understanding of literacy development and literacy processes in making decisions about how they should proceed; independent of the commercial materials that they use. These teachers know when to draw children's attention to which features of the text and they are competent in modeling and explaining strategies in ways that give children ownership in their learning (Duffy et al., 1987).

Unfortunately, we do not always find teachers with this type of expertise in classrooms. It is quite common to find teacher aides teaching support lessons to at-risk readers. These aides are being supervised by a classroom teacher, however, they do not possess the same level of reading knowledge that the classroom teacher does.

Thus, the remedial reading students who should be taught by teachers with a strong knowledge of reading are often being instructed by staff with the least experience in this subject area. (Allington & Walmsley, 1995).

Typically, remedial and special education staff receive professional training that has been geared mainly toward learning to administer and interpret diagnostic tests. The training does not focus on the importance of acquiring content knowledge, understanding the relationship between the remedial curriculum and the regular education curriculum, and the advantages of collaborative planning and teaching. Most teacher training programs for reading teachers are different from those that regular classroom teachers, special education teachers, school psychologists, and bilingual teachers are enrolled in. Collaboration between the remedial and the regular curriculum is not promoted. In addition to this lack of collaborative teacher training, most of the training for classroom teachers keys in on generic teaching routines such as directed reading activities, and word attack skills, as opposed to teaching teachers how to model various reading strategies that are appropriate in a given context. (Allington & Walmsley, 1995).

The Illinois Right to Read Initiative states that one of its desired results in the next five years is that every elementary school teacher will be able to teach reading using comprehensive research based methods (Illinois State Education, 1997). "Effective classroom teachers are an absolutely essential element of an effective school", assert Allington and Cunningham (1996 p. 81). For children who are at-risk readers it is critical to focus on delivering high-quality consistent classroom instruction.

In order to ensure excellent classroom instruction staffs will need to work collaboratively. They will need to agree upon goals for the literacy program and come to an agreement on effective literacy practices that they want to implement. In some cases this may require that staff members get involved in reading and/or study groups to enhance their understanding of literacy. This may require that staff members undertake a program of learning for themselves, possibly in a reading and study group or through action research on some aspect of the literacy program (Allington & Walmsley, 1995).

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

A review of the literature on reading difficulties revealed various solutions to the problem of children exhibiting difficulties in reading fluently. A change in the reading curriculum to a focus on the use of leveled books, repeated readings, word games, sight words and word sorts, and work with spelling patterns and word families was chosen to improve the reading fluency of the targeted at-risk students.

In researching the recent history of literacy education, Irene C. Fountas and Gay Su Pinnell report:

> The last twenty years have brought sweeping changes in literacy education. New information on how children learn language and become literate; the writing process and whole language movements; the negative aspects of ability grouping; and the growing popularity of children's literature captured the attention of committed educators. New ideas were translated into policy and teachers began implementing changes sometimes with extensive

> professional development and a rich array of materials but often without those essential support systems. In many places teachers formed their own support groups and pressed on toward change.
>
> And changes took place. Teachers used more and more varied text to support reading; they used children's literature instead of controlled vocabulary texts; they created communities of learners who were of varying age and experience; and they placed more emphasis on learners' construction of knowledge through their own discoveries (Fountas and Pinnell, 1996 p. xv).

Frank B. May discusses a relatively new program developed in the early 1980's to help improve children's literacy. The Reading Recovery Program was created by Marie Clay in New Zealand. In this program trained adult tutors spend the initial ten lessons getting to know the child informally, observing his reading and writing behaviors, reading to and with the child, and modeling fluent and expressive reading. The student reads many easy books to develop fluency and increase their level of self-confidence. The student also writes at least one sentence or part of a book during each lesson. The student learns how to predict the story's text through the use of word order, pictures and phonemic patterns (May, 1994).

These teaching procedures were developed with children who had been at school for one year and who were unable to make satisfactory progress in their classrooms. A teacher must skillfully select the activities needed by these children. Otherwise, the teacher might impede the children's progress further by having them complete unnecessary work (Clay, 1995).

Fountas and Pinnell developed a reading program known as guided reading. Guided reading consists of several components: (a) a teacher working with a small group of students, (b) the students read at similar levels of text, (c) teachers introduce the text in ways that promote students' development of independent reading strategies, (d) students read the entire text, (e) the ultimate goal is for students to read the text independently, (f) the use of leveled books that are increasingly difficult is emphasized and, (g) flexible grouping is utilized based on continuous teacher observation and assessment (Fountas and Pinnell, 1996).

Research supports that a combination of various components from Reading Recovery and guided reading would benefit the targeted at-risk readers. These various components included the use of leveled books along with several strategies that are incorporated in these two reading programs.

Leveled Books

The use of leveled books as an intervention for the targeted at-risk readers is appropriate because research indicates that activities and books used to promote reading should be at an appropriate level of difficulty for students. According to Adams (1990, p. 113), "there is evidence that achievement in reading is improved by placement in materials that a student can read with a low error rate (two to five percent), and that students placed in materials that they read with greater than five percent errors tend to be off-task during instruction." In other words, students that read with 95% or more accuracy tend to display less off-task behavior than students reading

with less than 95% accuracy. A student displaying off-task behavior might be fidgeting with items on or in their desk, visiting with a classmate, or staring off into space.

It should be the goal of the teacher to guide students from the above-mentioned off-task behavior to a level of independent reading. Routman (1991) supports this goal by reporting that children should be:

> . . . guided to read a wide variety of literature and to choose books at their independent reading level. Independent level means that students recognize 95 percent of the words used in a selection and comprehend 90 percent of the content. This is the easy reading level, where students read without teacher or parent help. Reading lots of books at this level promotes comprehension, vocabulary development, fluency, and overall reading facility (p. 43).

Heibert and Taylor (1994 p. 157), conclude that students can work out problems for themselves because the reading is at a very easy level. "This element provides the opportunity for students to use their knowledge of letter-sound relationships, language structure, words, etc., as they use their own knowledge of the story to check whether it made sense. Every child had a chance to read fluently, in other words, to behave like a good reader".

Repeated Readings

The method of repeated reading entails the rereading of a short meaningful passage several times until a satisfactory level of fluency of 85% or higher is reached. It is intended as a supplement to a developmental reading program, not the sole

component. Repeated reading is suitable for students with special learning problems as well as for children reading at grade level. Repeated reading gives the student the opportunity to master the material before moving on to more difficult reading material (Samuels, 1997). With regard to the effectiveness of this method Chomsky (1978) states:

> The procedure proved to be facilitating for slow and halting readers, increasing fluency rapidly and with apparent ease. Successive stories required fewer listenings to reach fluency. The work provided, in addition, a heightened sense of confidence and motivation. Within several months the children become far more willing and able to undertake reading new material on their own (p. 377).

Several theories have been advanced to explain why repeated reading facilitates the development of fluency. According to Dowhower, (1987):

> A rationale for the use of repeated reading can be found in whole language theory (Clay, 1985; Holdaway, 1979; Hoskison, 1975a, 1975b). Support for repeated reading can also be found in theories based on information processing paradigms such as Samuels and LaBerge's (1983) automaticity theory and Perfetti and Lesgold's (1979) verbal efficiency theory, in which practice such as repeated reading is seen as increasing the speed of word recognition (p. 390).

Word Games

Learners may begin reading while at the same time building their knowledge of letters and words. Activities that draw children's attention specifically to letters and words will be helpful in beginning phases of literacy learning. As children grow more sophisticated in their knowledge of written language, word study continues to be an important part of the curriculum (Pinnell & Fountas, 1996). According to Nancy Lee Cecil, word games have long been considered a fringe of a sound language arts program and have too often been limited to word searches or crossword puzzles, neither of which encourage much active critical thinking or substantive prolonged engagement with words (1994). The following word games are activities that provide motivational discussions about words, a better understanding of letter sound/symbol relationships, as well as increasing recognition and recall of words yet to be mastered. These word games were implemented in the classrooms of the targeted students as part of the selected interventions to improve reading fluency:

Tic-Tac-Toe - Prepare cards that have the vowel sounds previously taught. For example, perhaps the vowel sounds of long /a/, long /e/, long /i/, and short /a/ were taught to the students. Each student should select a card. On the tic-tac-toe board, students write a word with the vowel on the card they selected.

Pick-up - Give the student ten cards with a different consonant on each card. Lay out ten cards on the table. As you read a list word, ask the student to pick-up the corresponding card to the initial, medial, or final sound of the word.

Consonant Rummy - Use a deck of cards with a consonant on each one. Each player is dealt eight cards. The first player asks another player for the consonant that begins a certain word. For example, "I'd like Jenny to give me a letter that begins the word down." If the player does not have the letter /d/, the caller picks a card, from the deck and the next student takes a turn. The first student to have four cards of the same letter wins.

Concentration - Place several pairs of sight word cards face down on a table. Have students take turns uncovering and reading two cards, looking for pairs. When a student finds a match, he or she pronounces the word and takes the two cards. The student with the most pairs wins the game.

Around the World - Using sight word flash cards, show a card to a pair of students. The student who responds correctly first, can move on to another student. The object of the game is to make it around the group. The winning student can then hold the cards, while play resumes.

Word Hunt - Place several word cards around the room. Ask the students to hunt for the cards, reading the words aloud when they find one. The student with the most cards wins.

How Many? - Use a deck of sight words that you are currently learning. The word cards are shuffled and the deck is placed face down. Students take turns rolling a die to determine how many words they will draw from the deck. The student must pronounce the word correctly in a relatively short amount of time

(five seconds). Any words not said correctly are returned to the bottom of the deck. The student with the most cards at the end of the game wins.

Sight Words and Word Sorts

Reading is a meaning constructing activity, but it is dependent upon words. All skilled readers have a solid base of identifying high-frequency or sight words. Words they have read before are instantly recognized on sight (i.e., is, can, the).

Skilled readers can also decode most regular words. As they read, they look very quickly at almost all letters of each word. For most words, this information that is perceived visually is recognized as a familiar word pattern with which skilled readers can identify and pronounce. If a student already identifies the familiar word pattern of /at/, there should be success in sorting and decoding the words /sat/, /rat/, and /cat/. These recognizable word patterns are regarded as word sorts. Word fluency activities in classrooms should therefore include an abundance of opportunities for easy reading, as well as word manipulation and word sorting activities (Allington and Cunningham, 1996).

Spelling Patterns and Word Families

According to researchers Johns, VanLeirsburg, and Davis, proficient readers rarely sound out words letter by letter. Instead, these proficient readers use what they know about common spelling patterns to decode words. This strategy is known as reading through the use of spelling patterns. This means that readers will make the connection between spelling patterns they know to unfamiliar words. For example, if a student comes across the word /hobbit/ in their reading, they may know that the word

pattern /ob/ may sound like /rob/ or /mob/ and that the pattern /it/, may sound like /mit/ or /bit/. Using what the students know about consonant sounds, then, they can figure out a word that they do not know by sight (Johns, pg. 118).

J. Richard Gentry agrees that kids need to automatically recognize spelling patterns called "word families". Research suggests that automatic recognition of spelling patterns, such as the ones listed below, enables children to store words in memory:

The -at family: at-cat-mat-sat
The -op family: pop-hop-stop-mop
The -ake family: bake-take-make-rake

Gentry notes that early learning of these dictionary spellings, along with pattern-to-pattern learning of words, promote reading fluency (Gentry, pg. 2).

Project Objectives

As a result of the use of the specific strategies to improve reading fluency, during the period of January 1999 to May 1999, the targeted elementary students will increase their ability to master basic reading processes to the point where they are automatic. These skills will be measured by Developmental Phonics Test, Curriculum Based Measurements, an Informal Reading Inventory, and running records.

Project Action Plan

I. Student Involvement

A. Week 1

Reading Attitude Survey will be administered to students.

B. Week 2

1. Parent contact made in the form of a letter (Appendix E).
2. Developmental Phonics Test administered.

C. Week 3

1. Curriculum Based Measurement pretest administered.
2. Informal Reading Inventory pretest administered.

D. Weeks 4-16

1. Students will read one new leveled book each week.
2. Students will meet with the teacher in a small group setting at least 3-4 times each week for 30 minutes.
3. Day one each week will include all or some of the following activities:
   a. Teacher will activate prior knowledge
   b. Teacher will do a book walk with students where they will preview and predict the story (Appendix F).
   c. Teacher reads the new book to the students and the students track with their finger as they follow along.
   d. Students will reread the story as a group or with a partner.

4. Day two each week will include all or some of the following Word Work and Word Sort activities:

Word Work

a. Students generate a sentence that tells something about the story that was read on day one. The teacher writes the sentence on a dry erase board and the students then copy it on the top page of their "Making Words Booklet" (Appendix G). The top page is known as their working page. The use of the bottom of the page will be explained on day three.

b. After the student generated sentence has been written on the working page, the teacher will also reinforce other skills. The skills that will be chosen will change with each story and will be based on the need the students exhibit. Some examples of skills the teacher might use include:

- write down words from the story that begin with the /w/ sound
- write down other words you can think of that begin with that sound
- write down the compound words that you can find in the story
- find all the words that rhyme with "cat"
- write down the sight words that you find on pages 7 and 8
- find and write down words that have the VCe pattern

Word Sorts

a. Teacher selects various words from either the generated sentence or the story.

b. Teacher identifies a specific skill based on the needs of the students. For example, short /a/ words.

c. Teacher instructs the students to identify all the short /a/ words in the story read on the previous day.

d. Teacher selects a few of the identified words, writes them on 3x5 index cards and then places them in a pocket chart:

grab hat past
cab

e. Teacher deals word cards out to the small group of students and has a student place his or her word card under a column. Teacher may ask probing questions such as, "Why did you place the word there?"

f. The teacher asks the student to read aloud all the words from that column.

g. When all the words have been placed in the columns, involve the students in some of the following activities:

- identify specific words (find the word cab)
- teacher covers a word and asks for it to be spelled

- use vocabulary clues (What is something you wear on your head?)
- put these words in ABC order

h. Students use a preprogrammed sheet of paper divided into three columns. Each column is labeled with the three original words:

grab hat past

Ask the students to fill in the chart by asking questions such as, "Where would you put the word cat?"

5. Day three each week will include the following Cut-up sentence activities:

a. Teacher will write the sentence, from day two, on a sentence strip and cut it up.

b. Using the pocket chart, put the cut-up sentence in the correct order with the students.

c. Provide the students with a copy of the sentence or they can copy it themselves on a strip of paper.

d. Students cut up this sentence, mix up the words, and then glue it on the bottom page of their "Making Words Booklet" in the correct order.

e. Students may illustrate the cut-up sentence.

6. Day four each week will include all or some of the following activities:

a. Reread the story while a running record is administered

b. Play word games

c. Reteach as needed

E. Weeks 17-18

The students will take post-tests including: Informal Reading Inventory, Curriculum Based Measurement, and Developmental Phonics Test.

II. Parental Involvement

A. Weeks 2-3

1. Letter sent home inviting parents to attend an evening reading workshop (Appendix H).

2. A parent workshop will be held to provide parents with strategies to use with their child while reading together at home. The following strategies will be shared:

a. If your child is reading along and asks for a word, ask them to think about what makes sense and looks like that word. If it is easily decodable, ask them to sound it out, while sweeping their finger from left to right under the word.

If it is not easily decodable, say the word slowly as you sweep under it with your finger. Have your child repeat the word and read on.

b. If your child is reading along and makes a mistake, or miscue, listen for the sense of the miscue. For example, if the word "road" is substituted for the word "street", no meaning is lost. Don't stop the reading for correction. Return to that word at the end of the page and point out the error.

c. If the miscue makes no sense, for example, "horse" for "house", ask your child to reread the sentence because you are not sure you understand what has just been read. Let them complete the sentence to see if they notice the mistake before you intervene.

d. Above all else, enjoy your child's growing knowledge of print and make sure you give lots of praise. It is critical for further risk-taking and learning.

Methods of Assessment

In order to assess the students' improvement in reading fluency, students were given pre-tests and post-tests for the Developmental Phonics Test, a Curriculum Based Measurement, and an Informal Reading Inventory. Running records were given on a

weekly basis, as time allowed. Anecdotal notes were taken as part of the running records.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to improve the reading fluency of at-risk students in two regular education second grade classes and in one mild-moderately impaired program (MMI). A reading program focusing on the use of leveled books, repeated readings, and exposure to recognizable word patterns was selected to improve reading proficiency. In addition, student and parent involvement outside the classroom were necessary to achieve desired results. An at-home reading program was implemented as a guide to assist parents. Other components of the project included a reading attitude survey, pre and post reading assessments, and running records.

Students were selected based upon previous report cards and observations by former teachers and parents. The students at Site A received reading support services daily for thirty minutes one year prior to this research. This support service was provided to these at-risk readers because they were found to be reading significantly

below their peers. At the end of that year, the teacher-researchers met with the current teachers of the students at Site A and discussed the lack of progress and inability to read fluently. The two targeted MMI students at Site B were three to four years discrepant from their grade level peers however, they did maintain a consistent sight and environmental word vocabulary. It was at this point in time that the teacher-researchers chose to develop a plan to best suit the needs of all the targeted at-risk readers.

Student Involvement

During the first week of implementation of the action research project, the Elementary Reading Attitude Survey was administered to all seven targeted students (Appendix A). This survey was used to determine the students' feelings about reading in two specific areas: recreational reading and academic reading. It consisted of twenty items and took approximately ten minutes to administer. The twenty statements were read to the students by the teacher-researchers. Each item presented a brief, simply-worded statement about reading followed by four pictures of Garfield, the cartoon character. Each pose was designed to depict a different emotional state ranging from very positive to very negative. The teacher researchers modified the instrument from four to three choices, due to the inclusion of the two MMI students in this study. Using a range of four icons would likely to confuse the special needs students.

Parent contact made in the form of a letter was sent home during the second week of the action plan (Appendix E). The purpose of this letter was to inform the

parents of the targeted students as to the intentions of the project, as well as obtaining permission for their son/daughter to participate.

Administration of the Developmental Phonics Test was also conducted during the second week (Appendix B). This consisted of eighteen words that the teacher-researcher would dictate and use in a sentence. The targeted students recorded their spelling of the words as they thought it should be spelled. Students were encouraged to write all of the sounds that they heard in the given words. This assessed the students' knowledge of letter-sound relationships.

Week three involved the administration of Curriculum Based Measurement (CBM) and the Informal Reading Inventory (Appendices C and D, respectively). Curriculum Based Measurement included the selection of three reading probes from each level of the general education curriculum. Beginning with the level of the curriculum at which typical grade-level students were currently being instructed, students were asked to read aloud a passage, for one minute. The teacher-researcher listened to the student and recorded how many correct words and how many errors the student made while reading. This same procedure was completed two more times. The median score of all three of the student's scores was recorded for comparison of reading fluency performance among grade level peers within the classroom and the district.

An Informal Reading Inventory (IRI) had three components (Appendix D). The first consisted of asking the targeted students to pronounce twenty sight words on a graded word list. The teacher-researcher returned to mispronounced or unknown

words for a second attempt and noted the students responses accordingly. Each student was then asked to read aloud a graded passage, which was the second component. As the student read the passage, the teacher-researcher recorded miscues on a corresponding copy of the reading passage. The final component was the immediate evaluation of the comprehension of a given passage. This was accomplished by having the student answer ten comprehension questions related to each story, which indicated the student's accuracy in recalling story details, main idea, and knowledge of vocabulary.

The next phase of the action plan covered Weeks 4 through 16 and included the actual implementation of the chosen interventions. The instructional reading material used was leveled books. These books were chosen because they met the abilities of the readers' at their instructional level. Repetitive word patterns were found throughout the books making the text very familiar to the readers. It also enabled the readers to use their knowledge of letter-sound relationships and apply them to their reading. They incorporate sight word vocabulary and content vocabulary familiar to the readers. The teacher-researchers at Site A covered one book per week, whereas the teacher-researcher at Site B found that the special needs students benefited from a slower pace and completed one book every two weeks.

In a small group setting, teacher-researchers met with the targeted students for approximately 30 minutes per session. These instructional sessions were held for a minimum of three days and a maximum of four days a week. This would vary from week to week depending upon field trips, assemblies, absence of students, and

mandated testing at Site A. At Site B students might have missed reading instruction due to reevaluations regarding their ability and determination of additional services related to their special needs, as stated in the student's Individual Educational Plan.

On day one, a typical week consisted of the following format: the teacher-researchers would activate prior knowledge, conduct a book walk, read the leveled book for that week to the students, and provide time for the students to reread the story. Activating prior knowledge consisted of engaging the children in a short discussion about anything related to the selected book. This included asking the students about personal experiences they've had and sharing their knowledge and experiences with the group. Using prior knowledge allowed readers to seek and select relevant ideas from the text and make predictions about the text meanings. This naturally lead to a book walk where the students would preview and predict the story (Appendix F). The teacher-researcher orientated the group to the book by discussing the title, character names, and/or main idea. The teacher-researcher continued to build a meaningful framework by discussing the pictures throughout the book. The teacher-researched prompted children to infer and predict events and continue to connect the book to the children's experiences. Students were invited to talk about what they saw in the illustrations. All conversations were interactive. Attention was focused on any text that proved to be difficult for the students. At the conclusion of a book walk, the students had a rich introduction to the story prior to reading it.

In the next phase of day one, the teacher-researcher read the story aloud as each student tracked the print with his or her finger. Immediately following this, the

students were given the opportunity to read the book aloud independently. The teacher moved from child to child as they read through the book, noting observations about strategies students used to decode unknown words. At the end of day one, the teacher gathered the group back together and invited individual comments and opinions about the author's message. The teacher also addressed the group as to the observations made during each student's first reading of the text.

Day two of each week included working on exposure to words and recognizable word patterns. This was accomplished by using a variety of strategies. First, students generated a sentence about the story that they read the previous day. The teacher wrote the student generated sentence on a dry erase board with the correct spelling and appropriate use of capital letters and punctuation. The students copied this sentence onto the top page of their "Making Words Booklet" (Appendix G). The making words booklet was a spiral bound teacher made booklet filled with blank paper. The students used this book to record any word work that was completed during the reading sessions. Other suggested word activities would be dictated by the needs of the students and the content of each specific story. Examples of these activities included some of the following: (a) What other words can you write that sound like "pig"?, (b) What are some other words that begin like "bring"?, (c) Write down as many short /a/ words as you can find in the story, (d) Find other words with double consonants in the middle, (e) Write down all the contractions you find in the story, and (f) Find words that have the "ed" suffix. The students would record any of their responses in their "Making Words Booklet," underneath the aforementioned student

generated sentence. The responses were written on the dry-erase board and shared with the whole group. They were read aloud by students individually, as well as chorally.

Another word activity that was done on day two was word sorting. The teacher wrote 10-15 words from the current leveled book on index cards. The students sorted these words into piles based on a common feature (ie., rhyming words, words with a specific consonant cluster, words with a specific vowel sound, words with double consonants in the middle words that are contractions, or words that have a specific prefix/suffix). A variation utilized was when the teacher pulled several cards and asked students to guess how those words were alike. After the word sort was completed students read the words aloud and then recorded them in their booklets.

On day three, the teacher took the student generated sentence from earlier in the week, wrote it on a sentence strip, and cut it up into pieces, word by word. Using a pocket chart, the teacher placed the cut-up sentence in the correct order with the assistance of the students. Following that step, the teacher handed each child an envelope containing a cut-up sentence. The students arranged the cut up words into a complete sentence. Next, he/she read the sentence to the teacher, while the student pointed to each word as it was said. If the teacher determined that the sentence was correct the student glued it, word by word into their booklet (Appendix G). If time allowed, the student drew an illustration representing the cut-up sentence.

On day four of the action plan, students did a repeated reading, a running record was administered, word games were played, and/or reteaching of skills was done as

needed. In a repeated reading, the student reread the story, either by himself or with a partner. At this point in the week the story should have been read with ease. To determine the level of fluency at which the student was reading, the teacher-researcher would administer a running record (Appendix H). Students read the complete text, or a selected passage, as time allowed. While the student read the text or passage, the teacher-researcher recorded a checkmark on a blank sheet of paper for each word read correctly, and miscues were marked, as well. Miscues included a word misread, the omission of a word, self-corrections that were made, and words that were told by the teacher. A percentage was then calculated to determine reading fluency. Ninety percent accuracy or higher was considered good progress. Once this percent was achieved the student then moved onto the next leveled book.

While the teacher-researcher administered a running record to a student, the other students in the group would be engaged in word games. The words used in the word games changed each week, dependent upon the sight words and word families found in the leveled book of the week. As time allowed, and as students needs dictated, reteaching was provided, on day four.

Weeks 17-18

At the conclusion of the project, the targeted students were given the same assessments as those administered at the onset of the project. These included the Developmental Phonics Test, a Curriculum Based Measurement, and an Informal Reading Inventory. The identical assessments were given to measure any growth in reading fluency which may have occurred over the span of the action research project.

Running records were also utilized on a bi-weekly basis. Analysis of the data provided by all the components of the research project produced useful information regarding the effectiveness of the intervention.

Parent Involvement

During Weeks two and three of the parent involvement component of this project, a parent letter was sent home inviting the parents to attend an evening reading workshop (Appendix I). This workshop was held to provide parents with strategies to use with their child while reading together at home (Appendix J). In addition to the presented reading strategies, the importance of parents reading to their children was also emphasized. A reading log was provided to parents to record books read at home (Appendix K). This included books read by the student, or those read to the student. A packet consisting of the reading strategies discussed at the workshop, along with a description of word games was provided for each parent. For parents that were unable to attend, these materials were sent home the following day with their son/daughter.

Presentation and Analysis of Results

In order to assess the effects of leveled books, repeated readings, word games and multiple reading strategies on the reading fluency of targeted students, various pre and post assessment tools were utilized. These assessment tools included a Developmental Phonics Test, a Curriculum Based Measurement and an Informal Reading Inventory. In addition to these, running records were used as an ongoing assessment.

All seven targeted students were given the Developmental Phonics Test. One hundred percent of the students performed at a pre-phonetic stage on the pre-test indicating their spelling consisted of one syllable words with initial and sometimes final consonants. There was no use of vowels in their spelling at this level. On the post-test of this assessment 28.6% of the students remained at the pre-phonetic stage and 28.6% of the students progressed to the phonetic stage. This indicated that in the students' spelling of words, vowels began to appear. In this stage the students began to sound their way through the word, making sound-letter associations as they wrote. Although not always correct, their spellings were becoming more appropriate. Finally, on this post-test, 42.8% of the students achieved the level of spelling known as transitional. At this stage the children began to represent short vowels correctly and began to mark long vowels. This showed that students were actively looking for the correct chunks, or patterns of letters that actually correlated the sounds to written letters. These results are presented below.

Table 7.
Placement Level of Students Based on Developmental Phonics Test at Sites A and B

Student	Pre-test	Post-test
Site A		
A	pre-phonetic	pre-phonetic
B	pre-phonetic	phonetic
C	pre-phonetic	transitional
D	pre-phonetic	transitional
E	pre-phonetic	transitional
Site B		
F	pre-phonetic	phonetic
G	pre-phonetic	pre-phonetic

Curriculum Based Measurement (CBM) was the second pre and post assessment given. This assessment was based on district grade level standards. Of the seven targeted students only the five students at Site A were administered this assessment. The pre-test results demonstrated that 60% of the five targeted students read at the zero percentile and 20% scored at the 7th percentile. Percentiles falling within the 25 to 75 range were considered within normal. Thus, these pre-test results indicated that 100% of the students were reading at significantly low levels when compared to their peers in the district.

Post-test results on the CBM indicated that 20% of the targeted students demonstrated no improvement, 20% actually performed lower, and 60% improved. Although 60% of the students showed an improvement, it should be noted their percentile scores continued to remain significantly below their district peers. The teacher-researchers felt that these low scores were attributed largely to the nature of the CBM. With this assessment tool, students are asked to read passages from a book that was from their current grade. For these targeted students this was a very frustrating task. As part of the intervention, these students were reading from leveled books that were at their instructional level, but on the CBM they were asked to read passages from books that were significantly higher than their capabilities. What the teacher-researchers gathered from the use of this assessment tool, was that these targeted students were reading far below the levels of their peers, and the teacher-researchers felt that this was valuable information to have in implementing the action

research. Due to the fact that the district at Site B did not typically administer CBM's to mild-moderately impaired students, these two targeted students did not qualify for this assessment tool.

Table 8.
Percentile Rank in District on Curriculum Based Measurement - Site A Only

Student	Pre-test	Post-test
A	7%	0%
B	0%	6%
C	0%	0%
D	0%	2%
E	1%	4%

The third and final pre and post assessment was the Informal Reading Inventory. These findings showed the three different levels at which students read. These included a determination of each student's independent, instructional and frustrational reading levels.

The independent reading level is that level at which the student can read fluently without teacher assistance. On the pre-test of the Informal Reading Inventory, three students read material independently at a pre-primer level, and two students performed at the primer level. It should be noted that both the pre-primer and the primer levels are regarded as readiness stages. One student read material independently at a first grade level. Another student was unable to read text independently, therefore an independent reading level could not be determined.

The next level of determination on the Informal Reading Level was the instructional level. This was the level at which the teacher-researchers hoped to carry on reading instruction in their classrooms. The pre-test for the instructional level results showed that one student read at a pre-primer level, another student read at a primer level, and two students read at a primer/first grade level. Furthermore, one student scored at a first grade level, one student scored at a first/second grade level, and yet another student was able to read material instructionally at a second grade level.

Students reading at the frustration level will become frustrated when challenged with material that is too difficult to read. The pre-test results of the IRI at this level concluded that one student scored at the primer level, one student scored at first grade, three students frustrated at second grade, and two students found material at the third grade level to be too difficult. These resutls are presented in Table 9.

Table 9.
Reading Levels of Students Based on the Informal Reading Inventory

	Informal Reading Inventory Pre-test Levels		
Student	Independent	Instructional	Frustrational
Site A			
A	---	PP	P
B	PP	P	1
C	PP	P-1	2
D	P	1-2	3
E	PP	P-1	2
Site B			
F	P	1	2
G	1	2	3

Key:
PP = pre primer
P = primer
P-1 = primer/first grade
1 = first grade
1-2 = first/second
2 = second grade
3 = third grade
Total students = 7

At the end of the intervention another Informal Reading Inventory was given. At the independent level, post IRI results indicated that two of the targeted students read at the pre-primer level, two students read at the primer level, and two students read at the first grade level. An independent reading level once again could not be attained for one student because of the inability to read materials independently at any level.

At the instructional level on the post IRI one student read at the pre-primer level, two students read at the primer/first grade level, two students read at the first/second grade level, and two students read at the second/third grade level.

The post IRI results at the frustrational level showed one student read at the primer level, two students read at the second grade level, and one student read at the

second/third grade level. Another student read at the third grade level and two students frustrated with material presented at the fourth grade level.

Table 10.
Reading Levels of Students Based on the Informal Reading Inventory

	Informal Reading Inventory Post-test Levels		
Student	Independent	Instructional	Frustrational
Site A			
A	---	PP	P
B	PP	P-1	2
C	PP	P-1	2
D	1	2-3	4
E	P	1-2	2-3
Site B			
F	P	1-2	3
G	1	2-3	4

Key:
PP = pre primer
P = primer
P-1 = primer/first grade
Total students = 7
1 = first grade
1-2 = first/second
2 = second grade
2-3 = second/third
3 = third grade
4 = fourth grade

Running records were also used as an assessment tool in this action research project. Running records were not always conducted on a weekly basis due to student absences, testing, the availability of teacher, and MMI therapy sessions. Ninety percent or higher on a running record was considered a good indicator of progress in fluent reading. This demonstrated that the student was ready to move onto the next leveled book. In looking at the results of the running records, three out of the five students at Site A achieved this standard 100% of the time. The other two students at Site A achieved this level 83% and 80% of the time, respectively. At Site B students

achieved the 90% or higher criteria, 20% and 80% of the time respectively. The chart below shows the results of the running records that were taken during this project.

Table 11.
Running Record Percentages of Accuracy

	Percentage of Accuracy on Repeated Readings						
Book	2	4	6	8	10	12	14
Student							
Site A							
A	96	---	92	96	96	91	85.5
B	---	98	90	93	---	98	75.5
C	97	95	95	90	---	97	94
D	96	96	96	96	94	98	98
E	98	---	96	---	93	95	97
Site B							
F	85	84	90	85	88	---	---
G	88	92	92	94	92	---	---

As part of the parent involvement component of this action research project parents of the targeted students were invited to attend a reading strategies workshop presented by the teacher-researchers. A reading log was also provided for use in keeping track of at-home reading (Appendix K). It was to be returned to school when completed and a new reading log was issued to the student to bring home again. Five out of the seven parents attended the reading strategies workshop. The two parents who did not attend had workshop materials sent home to them, via their child. Two of the seven parents helped their child to maintain, complete, and return the at-home reading log on an ongoing basis. They did this for the duration of the action research project. Despite repeated written and verbal attempts by the teacher-researchers, to

the parents of the other five students, to have reading logs maintained, it was to no avail. In looking at the overall parental involvement of this project, two of the targeted students had their parents attend the reading strategy workshop, as well as maintain the at-home reading log. The results of the parental involvement component of this project are shown in Table 12.

Table 12.
Parent Participation

Results of Parent Participation			
	Attended Workshop	Workshop Material Sent Home	Maintained At-Home Reading Log
Student			
Site A			
A	Y	N	N
B	Y	N	Y
C	N	Y	N
D	N	Y	N
E	Y	N	N
Site B			
F	Y	N	N
G	Y	N	Y

Key: Y = Yes N = No

Conclusions and Recommendations

Based on the presentation and analysis of the data from the Developmental Phonics Test, the Curriculum Based Measurement, the Informal Reading Inventory, and the running records, the majority of the targeted students showed an improvement in their ability to read fluently. The strategies learned within the classroom, coupled with

the consistent involvement of parents, appear to have made an impact on reading fluency for most of the targeted students. Based on the comparison of the scores on the pre and post Developmental Phonics Test, 83% of the students demonstrated an improvement in their ability to identify and use letter sound relationships appropriately. The results of the Curriculum Based Measurement indicated that 60% of the students showed an increase in their reading fluency. The Informal Reading Inventory results demonstrated that 83% of the students displayed an improvement in their instructional reading level. Running records showed that 85.7% of the students were able to read a leveled book at a 90% or higher accuracy level after at least three repeated readings of the selection. Finally, when parents made a concerted effort to participate in their child's learning, their child was more likely to improve in their ability to read fluently.

Based on the aforementioned conclusions, the teacher-researchers would like to endorse this particular intervention to improve the reading fluency of at-risk readers in both regular and special education settings. However, the teacher-researchers realize that modifications can be made to the intervention and offer some suggestions for improvement to assist the classroom teacher in meeting the needs of their students.

A key element in the implementation of this intervention was the use of leveled books. Based on the results of the running records, the students experienced high levels of success in their ability to read these books independently. Since positive gains in reading fluency were made, the teacher-researchers believe that the use of leveled books provided the opportunity for students to read at a level at which they can meet with success.

Another major element in the success of this study was the use of repeated readings. The teacher-researchers found this to be a very powerful and effective teaching tool for the targeted students because the repeated readings resulted in significant improvements in accuracy and fluency. The teacher-researcher at Site B found that repeated readings were especially beneficial for the mild-moderately impaired (MMI) students due to the numerous exposures to a given text. The MMI students require a high level of repetition to reach a criteria for mastery.

As much as this was a successful intervention, the teacher-researchers recommend that a duplicate copy of a mastered reading passage be sent home for additional practice and reinforcement. A parent signature page should also be attached to the passage to ensure parent involvement which is a critical factor in a child's overall reading ability.

One of the strategies most liked by the students was the use of word games. Based upon student comments and remarks while engaged in these games, the teacher-researchers felt that the natural element of competition, although not promoted by the teacher-researchers, appeared to be a driving force in its appeal to the students. In using these word games the students became more cognizant of letter-sound relationships and therefore, improved their word recognition. For further exposure to these word games the teacher-researchers recommend placing the games in a learning center in the classroom, and/or sending them home with the students to play with their parents.

Another strategy of this project was incorporating the use of sight words and word sorts and word families to further assist students in their decoding abilities. The mastery of sight words facilitated fluent reading and allowed the readers to pay attention to new words. Sight words can be the stepping stone to figuring out words that are not known to the reader. Word sorts and word families offered students another way to become familiar with letter patterns, thus, enabling them to associate these recognizable letter patterns in unknown words. Overall, this intervention helped to increase word recognition which facilitates speed and fluency in reading. In the action plan, the teacher-researchers allowed one day for this intervention of working with words. A recommendation is to continue the use of this strategy, but increase instruction to more than once a week.

Finally, the teacher-researchers found parental involvement to be the most critical component in the overall success of a child's ability to read fluently. The lack of some parents to become involved in the at-home reading program suggested by the teacher-researcher had an adverse effect on their child's progress. According to the research literature presented in Chapter 2, Goodman and Hemphill (1982) found that children who were fortunate to have strong advantages from home and strong advantages from school, made the greatest gains in literacy and language. Although, the targeted students were receiving intensive reading instruction at school, the majority of the students received minimal or no parental support at home. Therefore, the teacher-researchers recommend seeking out other opportunities for these students to read with an adult at school. This might include accessing other staff members,

parent or senior volunteers, and/or peer tutors to provide that which is not being supplied at home.

In order for at-risk readers to make the most gains the teacher-researchers recommend that the strategies learned be consistently reinforced and monitored over time. Since positive gains in reading fluency were made by the students during the four-month intervention period, the teacher-researchers believe that long lasting results could be achieved if the interventions were to be put in place over the course of the students schooling.

The teacher-researchers recommend the direct teaching of specifically taught reading strategies to second grade regular education students and mild-moderately impaired students in the special education setting. Their findings show that students in these environments are capable of utilizing the learned reading strategies, but more importantly, transferring the knowledge gained to decode unfamiliar words, thus enabling them to become more fluent and independent readers.

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APPENDICES

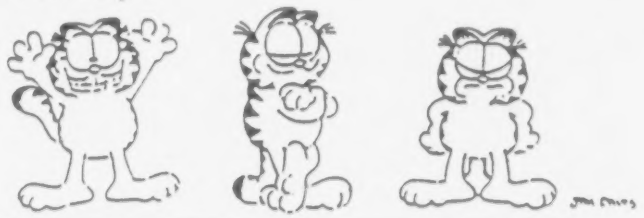
Appendix A

Elementary Reading Attitude Survey

ELEMENTARY READING ATTITUDE SURVEY

School_____ Grade___ Name_____

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

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5. How do you feel about spending free time reading?

6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?

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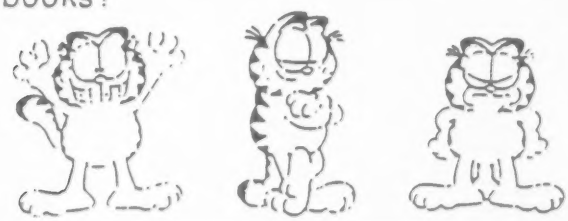
9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?

12. How do you feel about doing reading workbook pages and worksheets?

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13. How do you feel about reading in school?

14. How do you feel about reading your school books?

15. How do you feel about learning from a book?

16. How do you feel when it's time for reading class?

17. How do you feel about the stories you read in reading class?

18. How do you feel when you read out loud in class?

19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?

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Elementary Reading Attitude Survey
Scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide

3 points Happiest Garfield
2 points Slightly smiling Garfield
1 points Very upset Garfield

Recreational reading		Academic reading	
1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10.		20.	
Raw score		Raw score	

Full scale raw score (Recreational + Academic) _____

Percentile ranks	
Recreational	
Academic	
Full scale	

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Appendix B

Deveolpmental Phonics Test

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Version of the Developmental Phonics Test

\at \d it? It is a test that is used to assess individual student's knowledge of phonics; consonants, vowels, blends, etc.

Why use it? It is used to assess individual student's knowledge of phonics and to develop flexible groups so that children with similar phonics knowledge and needs work together on specific skills. Children who already are proficient in phonics should not be made members of these groups.

When? Constant assessing of children in these flexible phonics groups should be made so that those who are ready to move on are able to do so. Those children who can consistently decode most words in a particular phonics pattern are ready to advance.

How? Have students number their paper one to 18. Read aloud each word and then use it in a sentence. The students write the word as they think it sounds. Encourage the students to write all of the sounds they hear in each word.

Each child's spelling will fit into one of the developmental stages: pre-phonetic, phonetic, transitional or correct. Tally each category and assess each child's functioning developmental stage. (See Developmental Score Sheet in the back of this phonics instruction guide).

Note: These words are <u>never</u> to be taught.

****

Developmental Phonics List

1.	sack	10.	fight
2.	think	11.	need
3.	pail	12.	dragon
4.	mess	13.	kick
5.	licking	14.	hide
6.	Kate	15.	queen
7.	dice	16.	jet
8.	leaked	17.	bake
9.	champ	18.	rest

Note: The general rule for vowel substitution at the phonemic developmental stage is indicated below. For example, students who write "bad" for "bed" are given credit for a correct answer in the phonemic column since short /a/ can be substituted for short /e/.

a e i o u

This Developmental Phonics Test is based on research by Darrell Morris.

Developmental Phonics Test

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DEVELOPMENTAL PHONICS TEST

TEST SCORE _____

NAME _____ DATE _____

SPELLING WORD	PREPHONETIC A 0	PREPHONETIC B 1	PREPHONETIC C 2	PHONETIC 3	TRANSITIONAL 4	CORRECT SPELL 5
1. sack	d,r,f	stm,c,k	swc,ctc smk	sak	sake sace	sack
2. think	q,m,z	tp,k,c	tk,tc thk,thc	thek	thik	think
3. pail	r,b,c	p,l	pl ptl	pal	pale pael	pail
4. mess	d,o,i	mv,s	mc ms	mas mass	mes	mess
5. licking	s,m,p	l,c,k	lkn	lekn leking	liking	licking
6. Kate	(Random letters	k,c,t	kt,ct	cat kat	cate,katte catte	Kate
7. dice		d,c,s	ds,dc	dec des	dic,dis	dice
8. leaked		l,c,k,t	lt	let,lekt lect	leeked leked	leaked
9. champ		c,ch,p	chp,cp	cap cham	chap	champ
10. fight		fm,t	ft	fit fet	fite	fight
11. queen		c,q,k,n	kwn,qun cwn	quen,kwen cwen	quene quean	queen
12. need		n,d	nd	ned	nede nead	need
13. dragon		d,q,n	jrn, dn,grn	jragn dragn	dragun,dragin,dragen	dragon
14. hide		h,d	hd,hif	hid	hied	hide
15. kick		k,c	ck,kk kc	kek,kec cec,cek	kik	kick
16. jet		j,q,t	jt,gt qad,jad	jat,get qat		jet
17. bake		b,k,c	bk,bc bat	bak,bac	baek baec	bake
18. rest		r,t,s	rst,rt	ret rast		rest

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DEVELOPMENTAL PHONICS TEST

TEST SCORE _____

NAME _____ DATE _____

SPELLING WORD	PREPHONETIC			PRO-NETIC	TRANSI-TIONAL	CORRECT SPELL
	A 0	B 1	C 2	3	4	5
1. sack						
2. think						
3. pail						
4. mess						
5. licking						
6. Kate						
7. dice						
8. leaked						
9. champ						
10. fight						
11. queen						
12. need						
13. dragon						
14. hide						
15. kick						
16. jet						
17. bake						
18. rest						

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Name _____ Date _____

Phonics level: 0 1 2 3 4 5

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

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Appendix C

Curriculum Based Measurement

Directions for 1-Minute Administration of Reading Passages

Materials:

1. Unnumbered copy of passage (student copy)
2. Numbered copy of passage (examiner copy)
3. Stopwatch

Directions:

1. Place the unnumbered copy in front of the student.
2. Place the numbered copy in front of you but shielded so the student cannot see what you record.
3. Say these specific directions to the student for each passage:

   "When I say 'begin' start reading aloud at the top of this page. Read across the page (demonstrate by pointing). ***Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?"*** (Pause)

4. Say ***"Begin"*** and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch *.
5. Follow along on your copy. Put a slash (/) through words read incorrectly (see scoring procedures).
6. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.
7. At the end of 1 minute, place a ( ]) after the last word and say, ***"Stop."***

* On rare occasions the student may "speed read" (i.e., read the passage very fast and without expression). If this occurs, tell the student, *"This is not a speed reading test. Begin again, and be sure to do your best reading."*

There once lived a wolf who loved to eat more
than anything else in the world. As soon as he finished
one meal, he began to think of the next.

One day the wolf got a terrible craving for
chicken stew.

All day long he walked across the forest in
search of a delicious chicken. Finally he spotted one.

"Ah, she is just perfect for my stew," he thought.

The wolf crept closer. But just as he was
about to grab his prey, he had another idea.

"If there were just some way to fatten this
bird a little more," he thought, "there would be all
the more stew for me."

So . . . the wolf ran home to his kitchen, and
he began to cook.

First he made a hundred scrumptious pancakes.
Then, late at night, he left them on the chicken's porch.

"Eat well, my pretty chicken," he cried. "Get nice
and fat for my stew!"

The next night he brought a hundred scrumptious
doughnuts.

"Eat well, my pretty chicken," he cried. "Get nice
and fat for my stew!"

And on the next night he brought a scrumptious
cake weighing a hundred pounds.

"Eat well, my pretty chicken," he cried. "Get nice
and fat for my stew!"

At last, all was ready. This was the night he had
been waiting for. He put a large stew pot on the fire
and set out joyfully to find his dinner.

"That chicken must be as fat as a balloon by now,"
he thought. "Let's see.

10 21 30 39 41 50 59 69 78 87 96 106 111 120 124 131 142 151 156 164 165 174 179 188 193 202 207 218 230 238 249 253

Words Read _____
Errors _____
Words Read Correctly _____

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Grade 1 Page 83

If you have a girl for a friend, people find
out and tease you. That's why I didn't want a girl
friend -- not until this summer, when I met Gloria.

It happened one afternoon when I was walking
down the street by myself. My mother was visiting a
friend of hers, and Huey was visiting a friend of his.
Huey's friend is five and so I think he is too young
to play with. And there aren't any kids just my age.
I was walking down the street feeling lonely.

A block from our house I saw a moving van
in front of a brown house, and men were carrying in
chairs and tables and bookcases and boxes full of I
don't know what. I watched for a while, and suddenly
I heard a voice right behind me.

"Who are you?"

I turned around and there was a girl in a yellow
dress. She looked the same age as me. She had curly
hair that was braided into two pigtails with red ribbons
at the ends.

"I'm Julian," I said. "Who are you?"

"I'm Gloria," she said. "I come from Newport.
Do you know where Newport is?"

I wasn't sure, but I didn't tell Gloria. "It's a
town on the ocean," I said.

"Right," Gloria said. "Can you turn a cartwheel?"

She turned sideways herself and did two cartwheels
on the grass.

I had never tried a cartwheel before, but I tried
to copy Gloria. My hands went down in the grass, my
feet went up in the air, and -- I fell over.

10 21 30 38 48 59 71 82 90 100 111 121 131 138 141 152 163 173 176 183 191 207 217 223 231 239 242 252 263 273

Words Read _____
Errors _____
Words Read Correctly _____

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The Literature Experience © 1993
Grade 1 Page 84

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XIV.

Many years ago a cruel and greedy emperor	8
ruled over China. His people were very poor. One	17
of the poorest was Tye May. Her mother and father	27
were dead and she lived alone. Every day she gathered	37
firewood and cut reeds to sell in the marketplace.	46
One day Tye May passed by the school. She saw	56
the teacher painting and stopped to watch. She knew,	65
right then, that was what she wanted to do.	74
"Please, sir," she said to the teacher, "I would	83
like to learn how to paint, but I have no money to buy	96
a brush. Would you lend me one?"	103
The teacher turned red with anger. "Beggar girls	111
don't paint," he said. "Get out of here!"	119
But Tye May had an iron will. She decided to	129
make pictures her own way. Now when she gathered	138
firewood, she used the sticks to draw animals in the	148
dirt. When she cut reeds, she drew fish on the rocks	159
with her wet fingers. Soon she drew so well that her	170
pictures looked almost alive.	174
When people saw her drawings of fish, they	182
thought the fish would swim away. When they saw	191
her pictures of birds, they thought the birds were	200
going to sing.	203
But still Tye May had no brush. Every night she	213
thought how happy she would be if she could have one.	224
Tye May worked especially hard one day, and	232
drew until late at night. She fell into a deep sleep. A	244
woman appeared and held out a brush to her. "This	254
is a magic brush," the woman said. "Use it carefully."	264

Words Read _____
Errors _____
Words Read Correctly _____

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Grade 1 Page 107

Name _____ Class _____

2nd Grade

	Date	CBM #		
CBM	1/1	# VI	words correct	_____
	1/1	# II	words correct	_____
	1/1	# XIV	words correct	_____

Median Words Correct _____

Normed % _____
(25-75)
with average fo
grade level

Recommendation:

Administer CBM's at _____ grade level

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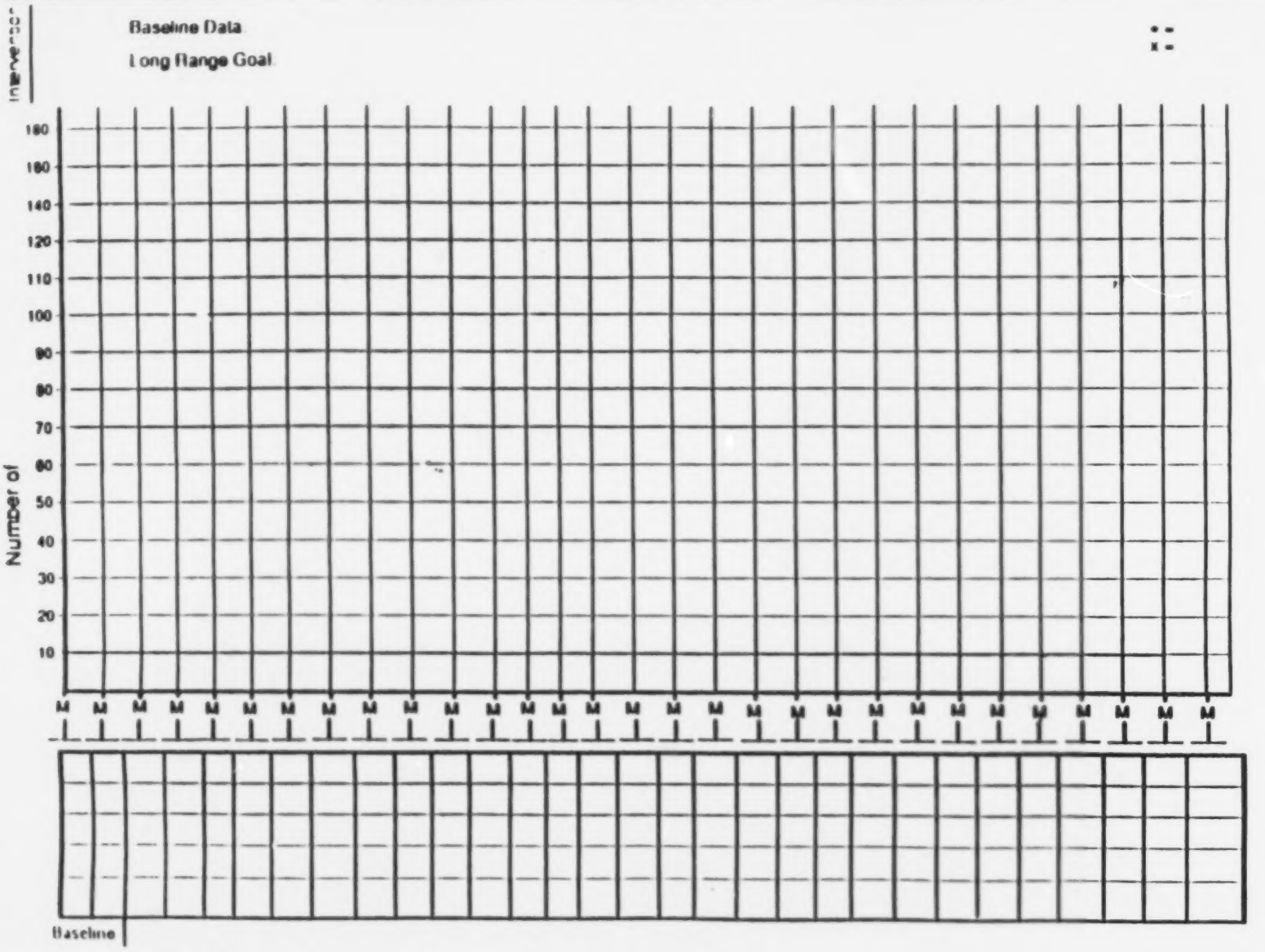
Student Grade/Age Sch Tch Area



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Appendix D

Informal Reading Inventory

Student Copy is on page 120.

Background: Low ——— High

Walk in the Fall

It was fall. Pat went for a walk. She took her dog Sam. They liked to walk. They walked for a long time. They saw trees. Some were red. Some were green. They were pretty. Pat and Sam saw birds too. Sam did not run after them. He was nice.

A-A (Pre-Primer) Activating Background: Read the title to yourself; then tell me what you think will happen.

F 1. ___ What time of the year or season was it?
(fall)

F 2. ___ What did Pat do?
(went for a walk; took her dog for a walk)

E 3. ___ Why do you think Pat took her dog on the walk?
(any logical response; for company; she liked him)

I 4. ___ Why do you think Sam didn't run after the birds?
(any logical response)

V 5. ___ What does "pretty" mean?
(nice; any logical response)

Total Miscues ☐ Significant Miscues ☐ Questions Missed ☐

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0	Independent	0
1–2	Ind./Inst.	1
3	Instructional	2
4	Inst./Frust.	3
5+	Frustration	4

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM

)3000

Comprehension Scoring Guide	
Questions Missed	Level
0	Independent
1	Ind./Inst.
1½	Instructional
2	Inst./Frust.
2½+	Frustration

Important Note: If the scoring guides are used, teacher judgment is especially important because of the length of the passage and the limited number of questions. Retelling may be particularly useful at this level.

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Student Copy is on page 121.
Background: Low ——————— High

The First Snow

Jack woke up Saturday morning. He looked out of the window. The ground was white. The trees were white.

"Oh boy," said Jack, "snow."

"What did you say?" asked Tom, opening his eyes.

"It snowed last night. Get up and see," said Jack.

Both boys ran to the window.

"Look at that!" said Tom. "Come on. Let's get dressed."

Jack and Tom ran into the kitchen.

"Mom!" they said. "It snowed last night."

"Yes," said Mom. "Dad went out to get your sleds. First we will eat breakfast. Then we can have some fun. The first snow is the best!"

Total Miscues ☐ Significant Miscues ☐

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10+	Frustration	5+

A (Primer) Activating Background: Read the title to yourself; then tell me what you think will happen.

T 1. ___ What is this story about?
(boys getting ready to play in the snow)

F 2. ___ On what day does the story take place?
(Saturday)

F 3. ___ What happened when the boys woke up?
(they ran to the window; they saw snow)

F 4. ___ Who woke up first?
(Jack)

F 5. ___ What was Dad doing?
(getting the sleds)

F 6. ___ How did the trees look?
(white)

I 7. ___ Why do you think the boys were so excited?
(any logical response; they will play in the snow)

I 8. ___ Why didn't they go outside right away?
(any logical response; they had to get dressed and eat breakfast)

E 9. ___ What things do you think the family will do outside?
(any logical response; make snowballs; go sledding, and so on)

V 10. ___ What is "ground"?
(dirt; something you walk on; any logical response)

Questions Missed ☐

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM
)6000

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5+	Frustration

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Student Copy is on page 122.
Background: Low ⟵——⟶ High

Spotty Swims

One day Spotty went for a walk. The sun was warm. Spotty walked to the pond. There he saw a frog. The frog was on a log. Spotty wanted to play. Spotty began to bark. The frog jumped into the water.

Then Spotty jumped into the water. But poor Spotty did not know what to do. The water was very deep. The water went way over his head. Spotty moved his legs. Soon his head came out of the water. He kept on moving. He came to the other side of the pond. That is how Spotty learned to swim.

Total Miscues ☐ Significant Miscues ☐

Questions Missed ☐

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10+	Frustration	5+

A 7141 (Grade 1) Activating Background: Read the title to yourself; then tell me what you think will happen.

T 1. ___ What is this story about?
(Spotty and a frog; how Spotty learned to swim)

F 2. ___ Where did Spotty go?
(to the pond; for a walk)

F 3. ___ What did Spotty see?
(a frog)

F 4. ___ What happened when Spotty saw the frog?
(he barked; he wanted to play; he jumped into the water [any one])

F 5. ___ What did Spotty do when the water went over his head?
(moved his legs; he didn't know what to do)

F 6. ___ What did Spotty learn in this story?
(how to swim)

I 7. ___ Why do you think the frog jumped into the water?
(any logical response; to get away from Spotty; to swim)

I 8. ___ Who was Spotty?
(any logical response; a dog)

E 9. ___ Why do you think Spotty wanted to play with the frog?
(any logical response; he was lonesome)

V 10. ___ What is a "pond"?
(like a lake, and so on)

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM
)6000

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5+	Frustration

Student Copy is on page 123.
Background: Low ——— High

Bill at Camp

It was the first time Bill went to camp. He was very happy to be there. Soon he went for a walk in the woods to look for many kinds of leaves. He found leaves from some maple and oak trees. As Bill walked in the woods, he saw some animal tracks. At that moment, a mouse ran into a small hole by a tree. Bill wondered if the tracks were made by the mouse. He looked around for other animals. He did not see any. The only thing Bill saw was an old bird nest in a pine tree.

A 8224 (Grade 2) Activating Background: Read the title to yourself; then tell me what you think will happen.

T 1. ___ What is this story about?
(a boy at camp; Bill's walk in the woods)

F 2. ___ Did Bill enjoy going to camp? How do you know?
(yes, the story said he was happy there)

F 3. ___ Why did Bill go walking in the woods?
(to look for leaves)

F 4. ___ What kinds of leaves did Bill find in the woods?
(maple and oak leaves)

F 5. ___ What else did Bill see besides the mouse?
(a bird nest and animal tracks)

F 6. ___ Where did the mouse go?
(into a small hole by a tree)

I 7. ___ Why do you think the mouse probably ran into a hole?
(any logical response; it heard or saw Bill)

I 8. ___ Do you think Bill went on this walk by himself? What makes you think so?
(any logical response)

E 9. ___ What other animals might Bill see if he goes for another walk?
(any logical response)

V 10. ___ What are "tracks"?
(footprints made in the dirt; something made by animals when they walk or run)

Total Miscues ☐ Significant Miscues ☐

Questions Missed ☐

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10+	Frustration	5+

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM
/6000

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5+	Frustration

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Student Copy is on page 124.
Background: Low ——— High

The Hungry Bear

The bees had been making honey all day long. At night it was cool and damp. I had slept well until I heard a loud noise near my window. It sounded as if someone were trying to break into my cabin. As I moved from my cot, I could see something black standing near the window. In fright I knocked on the window. Very slowly and quietly the great shadow moved back and went away. The next day we found bear tracks. The bear had come for the honey that the bees were making in the attic of the cabin.

Total Miscues ☐ Significant Miscues ☐

Questions Missed ☐

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10+	Frustration	5+

A 3183 (Grade 3) Activating Background: Read the title to yourself; then tell me what you think will happen

T 1. ___ What is this story about?
(a bear trying to get honey; being scared)

F 2. ___ What had the bees been doing during the day?
(making honey)

F 3. ___ Where were the bees making honey?
(in the attic of the cabin)

F 4. ___ Who or what woke the person in this story?
(a bear; a loud noise at the window)

F 5. ___ What was near the window?
(blackness; a shadow; a bear)

F 6. ___ What was found the next day?
(bear tracks)

I 7. ___ How did the person probably feel the next day? Why?
(any logical response; relieved; frightened)

I 8. ___ Why do you think the bear walked away?
(any logical response; it heard the knock)

E 9. ___ What might you do to keep the bear away?
(any logical response; remove the honey)

V 10. ___ What is an "attic"?
(a place way upstairs in your house where you put junk and stuff)

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM
⌈6000

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5+	Frustration

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Sixth Edition

BASIC READING INVENTORY PERFORMANCE BOOKLET

Jerry L. Johns
Northern Illinois University

A Oral Reading

Student _____ Grade _____ Sex M F Date of Test _____

School _____ Examiner _____ Date of Birth _____

Address _____ Current Book/Level _____ Age _____

SUMMARY OF STUDENT'S READING PERFORMANCE

Grade	Word Recognition						Comprehension			
	Isolation (Word Lists)				Context (Passages)		Oral Reading Form A		Silent Reading Form B	
	Sight	Analysis	Total	Level	Miscues	Level	Questions Missed	Level	Questions Missed	Level
PP										
P										
1										
2										
3										
4										
5										
6										
7										
8										
9					ESTIMATE OF READING LEVELS					
10					Independent _____ Instructional _____ Frustration _____					

LISTENING LEVEL

Grade	Form ____ Questions Missed	Level
PP		
P		
1		
2		
3		
4		
5		
6		
7		
8		

ESTIMATED LEVEL: ____

GENERAL OBSERVATIONS

INFORMAL MISCUE ANALYSIS SUMMARY

Types of Miscues	Frequency of Occurrence			General Impact of Miscues on Meaning		
	Seldom	Sometimes	Frequently	No Change	Little Change	Much Change
Substitutions						
Insertions						
Omissions						
Reversals						
Repetitions						

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Appendix E

Parent Notification Letter

January 4, 1999

Dear Parents,

I am currently completing my Degree of Arts in Teaching and Leadership through Saint Xavier University Field Based Masters Program. I am very excited about implementing the new teaching strategies I have learned in the past year. I feel I have become more aware of quality teaching practices. I am enjoying incorporating these techniques within the classroom and sincerely believe that the students are having an enjoyable time as well.

A requirement of the Master's program is to conduct an Action Research Project. My Action Research Project involves improving students' reading fluency, by familiarizing the students with a variety of reading strategies. I hope to improve word recognition skills and consequently, have the students become "smoother" readers.

As part of the final phase of the Action Research Project, I will be collecting data concerning the students' utilization of the reading strategies that I will be implementing in the classroom. Please be assured that strict confidentiality will be maintained as data is collected and recorded. No child's names will be included in any part of the project. If you do not wish to have the information collected about your child to be included in the study, your feelings will be respected.

I have discussed my research project with Mrs. Cassidy and I will continue to keep the both of you informed as this study progresses. If you have any questions or concerns please contact me at school (394-7330).

Sincerely,

Please check your response below and return the bottom half of this form by Friday, January 8, 1999.

_____ Yes, the data collected on my child may be used in the study. I understand that strict student confidentiality will be maintained.

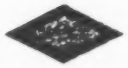
_____ No, the data collected on my child should not be included in the study.

Student's name _____

Parent's signature _____ Date _____

Appendix F

Preview and Predict Strategy



Preview and Predict

Before Reading

Preview

- Read the title of the story.
- Look at the pictures.
- Read the first few sentences.

What did you **learn** from previewing the story?
What did you already **know** about the topic?

Predict

- What will happen?
- What will you learn?

During Reading

Think about your predictions.

After Reading

Did your predictions change?
In what ways?

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Appendix G

Making Words Booklet

- Cover Sample
- Student Working Page Sample
- Cut-up Sentence Sample

Working With Words

Name_____

At the end the barnyard animals got their real sound.

Sight words

they

then

that

told

through

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At the end the barnyard animals got their real sounds back.

Appendix H

Running Record

RUNNING RECORD SHEET

Name: _____ Date: _____ D. of B.: _____ Age: ____ yrs ____ mths

School: _____ Recorder: _____

Text Titles	Running words / Error	Error rate	Accuracy	Self-correction rate
1. Easy _____	_____	1: _____	_____ %	1: _____
2. Instructional _____	_____	1: _____	_____ %	1: _____
3. Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Easy _____

Instructional _____

_____

Hard _____

_____

Cross-checking on information (Note that this behaviour changes over time)

_____

_____

Analysis of Errors and Self-corrections
(see *Observation Survey* pages 30–32)

Page		E	SC	Information used	
				E MSV	SC MSV

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Appendix I

Parent Workshop Letter

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January 4, 1999

Dear Parents of _____,

I would like to invite you to a reading workshop to be held on Monday evening, January 11 at 7:00. This workshop will help familiarize you with various reading strategies that I will be using with your child during this school year. I will also introduce you to an at-home reading program that I would like you to consider using with your child. Furthermore, I will be demonstrating some activities that you can use with your child to enhance their learning.

Your attendance at this workshop would be very much appreciated. It is my hope that you will find it worthwhile. My guess is that this workshop should last no more than one hour. Please fill out and return the attached form at your earliest convenience. Please enter through the front doors and come to Room 118, Miss Porter's Room. I look forward to seeing you on Monday, January 11 at 7:00 p.m..

Very sincerely,

****

_____Yes, I will be able to attend this reading workshop

_____ I will be unable to attend

Name _____

Appendix J

At-Home Reading Strategies

Dear Parents of _____,

As part of the at-home reading program I would like you to read with your child for at least ten minutes each night. As you do this your son/daughter will most likely come upon a word(s) that is unfamiliar to him/her. Below are several strategies that your son/daughter uses at school to figure out unknown words. I would like you to use these same strategies at home.

1. If your child is reading along and asks for a word, ask them to think about what makes sense and looks like that word. If it is easily decodable, ask them to sound it out, sweeping their finger from left to right under the word. If it is not easily decodable, say the word slowly as you sweep under it with your finger. Have them repeat the word and read on.
2. If your child is reading along and makes what is called a miscue, listen for the sense of the miscue. If the word "road" is substituted for the word "street", for instance, no meaning is lost. Don't stop the reading for a correction. Return to that word at the end of the page and point out the error.
3. If the miscue makes no sense (for example, "horse" for "house"), ask your child to reread the sentence because you're not sure you understand what's just been read. Let them complete the sentence to see if they notice the mistake before you intervene.
4. Above all else, enjoy your child's growing command of print and make sure you give lots of praise. Praise from you is critical for further risk-taking and learning.

Each night you and your child should do a mini activity related to the books. Some activities are listed below to get you started. Please do not feel limited to these suggestions, as questions or comments may arise spontaneously. Be creative and use these opportunities as a means to learning more about your child's thoughts and feelings.

--identify and list rhyming words
--identify and list base words and endings
--locate sight words
--look for compound words
--recognize words as contractions
--sort words with common short or long vowels

The main goal is for your child to become a fluent reader who has a good understanding of what they are reading. Research shows that reading with your child is the most valuable support parents can give to help a child become a successful reader. I am looking forward to assisting you and your child as he/she reaches these goals.

Very sincerely,

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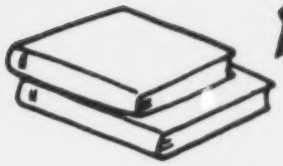
Appendix K

Reading Log



MY READING LOG

Name_____

Date	Title/Author